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ABSTRACT

Deans of guidance (practitioners) at 45 California community colleges with enrollments of 10,000 or more and seven career guidance experts nominated by these practitioners responded to a survey on career guidance in public community colleges. Respondents evaluated statements concerning the objectives, services, staff roles, and organizational practices which should be included in a model career guidance program. The three-part survey instrument contained 89 items requiring a yes/no response and a desirability rating according to a Likert scale, open-ended questions at the end of each sub-section allowing respondents to suggest additional items, and questions eliciting demographic information about respondents. Practitioners rated 41 items essential to a model program; the experts concurred, giving 37 of the 41 items higher ratings than did practitioners. Among factors with high combined desirability ratings were: enhancing students' decision-making skills, helping students make realistic career choices, counseling students individually, having qualified personnel interpret test scores, helping students to find part-time work during school years, maintaining liaison with local high schools, and regularly evaluating the effectiveness of career guidance programs. Fifteen data tables, a bibliography, and copies of the rating scale are included. (TR)

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Career Guidance in a Public Community College: Towards a Model

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BETH SMITH LEE

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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ABSTRACT

Objectives

The objectives of this study were: (1) to develop a model program for community college career guidance and (2) to focus specifically on ways to improve career guidance services at American River College in Sacramento, California.

Procedures

To achieve the above objectives, the investigator: (1) assessed the characteristics of existing community college career guidance programs through a review of related literature and other information sources; (2) surveyed deans of guidance (practitioners) at 48 California community colleges having a student enrollment of 10,000 or more to ascertain the status and desirability of various program characteristics; (3) similarly surveyed seven persons nominated by the practitioners to serve as an Expert Panel in the field of community college career guidance; and (4) developed a Model Program for Career Guidance in a Public Community College, basing it on the input from these three sources. Special attention was given to computer-based guidance systems and other program characteristics which could be incorporated into a career center at American River College.

The primary data-gathering instrument for this study was the Rating Scale of Career Guidance in Public Community Colleges, developed and pretested by the investigator. The Rating Scale was designed (1) to assess the characteristics of career guidance programs in operation at the respective colleges and (2) to ascertain the desirability of various characteristics which might be included in a Model Program for Career Guidance.

Completed Rating Scales were received from 45 practitioners (94 percent of those surveyed), and from seven (100 percent) Expert Panel members. The responses of the practitioners were considered primary data in the development of the Model. Responses from Expert Panel members were used to supplement the practitioners' views.

Questions requiring a simple yes/no response were used to determine the prevalence of various characteristics in existing programs. These data were computed and reported as percentages of implementation.

Respondents were asked to rate the relative desirability of each item on a five-point Likert scale (5 = Highly Desirable to 1 = Highly Undesirable). Items were classified as essential for inclusion in the Model Program, desirable but not essential, or unimportant, on the basis of practitioners' ratings on two statistical criteria: percentage of desirability and mean desirability. Critical levels for the responses were established in which items receiving a percentage of desirability rating of 80.0

percent and a mean desirability of 4.35 were considered essential for inclusion in the Model Program.

Characteristics of the Model Program are grouped into four categories: Objectives, Services, Staff Roles, and Organizational Practices. Items within each category are listed in rank order of desirability, as assessed by practitioners.

Conclusions

The Model Program for Career Guidance in a Public Community College comprises 41 items rated essential by responding practitioners. Additional items rated essential by Expert Panel members and/or the investigator are also discussed. The results of this study emphasize the importance of the following considerations:

1. Career guidance should be viewed as a developmental process that continues throughout life; therefore, a comprehensive career guidance program will ideally assist students to: (a) examine their own values and life styles before selecting career goals; (b) develop decision-making skills which can be used throughout life as employment conditions and goals change; (c) select careers that will enhance their self-development; and (d) select academic programs that will permit progress toward realistic career choices.

2. Representatives of all segments of the college community--administrators, counselors, teachers, students,

and community representatives--should participate in planning and implementing the career guidance program.

3. Career guidance functions should be coordinated with academic advising and with instruction, so that each area complements the others.

4. Regular in-service training should be provided for all college staff with regard to the career guidance program and the career-related needs of students.

5. Systematic evaluation of program effectiveness should provide the basis for continuing improvements in the career guidance program.

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and community representatives--should participate in planning and implementing the career guidance program.

3. Career guidance functions should be coordinated with academic advising and with instruction, so that each area complements the others.

4. Regular in-service training should be provided for all college staff with regard to the career guidance program and the career-related needs of students.

5. Systematic evaluation of program effectiveness should provide the basis for continuing improvements in the career guidance program.

Chapter 1

INTRODUCTION

> "A job is what you do with your days. A career is what you do with your life." (General Electric Company advertisement, 1974.)

Historically, the primary focus of both the academic adviser and the vocational counselor has been concerned with helping the student choose a major or an occupation as a central decision around which to begin organizing his life. The emergence of the student development philosophy in the late 1960's necessitated a critical reexamination of this traditional helping function as well as the assumptions which undergird it.

A basic assumption from the student development theory provided the focal point for this study:

> . . . higher learning is to be viewed as an opportunity in which the developing person may plan to achieve a self-fulfilling life; . . . the perspective of work and professional training more properly should be placed within the development of a life plan instead of the current tendency to prepare one's self for a profession and then build one's life around it (Crookston, 1972:12).

Career guidance programs have traditionally emphasized job descriptions, labor market information, and early career selection as a basis for educational planning. This approach neglected the importance of identification and analysis of such personal attributes as aptitude,

temperament, knowledge and interest as factors to be considered in selecting a career (Kennedy, 1972). There exists a real need for a process which would assist each student or potential student to gain a better understanding of himself, his values, and his goals before selecting a course of study to prepare for a particular career. In the words of Stanley Moses (1970:139),

> What is needed is . . . planning which will start with the needs of people and not institutions; which will focus on those who are served and not solely on the professionals who control the service.

If it is true, as Kennedy (1972:98) asserts, that " . . . satisfaction and self-fulfillment are the real and ultimate career goals of our society," then a reordering of priorities in the area of career guidance/academic advising is clearly indicated.

PURPOSES OF THE STUDY

The purposes of this study were: (1) to develop a model program for career guidance in a large community college and (2) to focus specifically on ways to improve career guidance services at American River College in Sacramento, California.

SIGNIFICANCE OF THE STUDY

Since the mid-1960's, career education and career guidance have been given high priority on the nation's educational agenda, with student development as the unifying

theme (Prediger, Roth, and Noeth, 1973). Federal, state and local resources have been allocated to curriculum development, pilot projects, field tests, and program implementation. Increasingly, work has come to be recognized as one of the central experiences of Man and Woman--as the making of a life as well as the making of a living (Super, 1957).

The increasing complexity of the career choice process and the rapidity of societal change have combined to accentuate the need for developmental career guidance programs to assist persons of all ages periodically to reassess their goals, values, and potentialities with regard to their productive roles in society. As Margaret Mead (1963:271) states so eloquently:

> . . . no one will live all his life in the world into which he was born, and no one will die in the world in which he worked in his maturity. . . . In this world, no one can "complete an education." The students we need are not just children who are learning to walk and talk and to read and write plus older students, conceived of as minors, who are either "going on" with or "going back" to specialized education. Rather, we need children and adolescents and young and mature and "senior" adults, each of whom is learning at the appropriate pace and with all the special advantages and disadvantages of experience peculiar to his own age.

C. Gilbert Wrenn, discussing The Counselor in a Changing World, predicted in 1962 that most of the occupations that then existed would not survive the lifetime of the people who held them. He went on to recommend:

> . . . that primary emphasis in counseling students be placed on the developmental needs

> and decision points in the lives of the total range rather than the remedial needs and crisis points in the lives of a few students, with the major goal of counseling being that of increased self-responsibility and an increased maturity in decision-making upon the part of the student; and
>
> . . . that vocational choice be seen as a process extending over years and not as an event, that the student be helped to make a series of choices as he becomes increasingly realistic about himself and the occupational world, that urging a student to "make up his mind" in the sense of a final settlement may be considerably more harmful than helpful (Wrenn, 1962:109-110).

The need for improved career guidance is apparent at all educational and age levels. At a national symposium sponsored by the U. S. Department of Health, Education, and Welfare in 1969, John C. Flanagan stated:

> Recent studies have demonstrated conclusively that the problem of providing satisfactory vocational guidance to secondary school students is critical. . . . current programs . . . are not nearly as effective as the demands of the present complex society require (pp. 1-2).

Other research supports this assessment. One of the most salient findings of a study conducted by the American College Testing Program's Research and Development Division (Prediger, Roth, and Noeth, 1973) was the high degree to which students recognized the need for career guidance. Furthermore, it was found that a large discrepancy existed between the student-expressed need for help with career planning and the amount of help students felt they had received.

College students nationwide are showing increased interest in careers and career planning, in sharp contrast

to attitudes of only a few years ago (Time, September 23, 1974). Students at American River College, in responding to a questionnaire administered as part of its Application for Accreditation Self-Study (1973), indicated strongly their need for improved services in the area of career counseling and guidance. As a culmination of that study, the American River College counseling staff unanimously recommended as top priority:

> That a more comprehensive program in career counseling be developed, stressing continuous and sequential planning for students in all instructional division majors, not just those in occupationally-oriented majors; and that continuous in-service training in career education and counseling be provided for counselors (American River College, 1973:100).

Educational institutions have begun to respond to these needs in a variety of ways. The University of Florida, for example, conducted a year-long study in 1972 to develop an "integrated and well-coordinated system of career education, counseling, and academic advising" which touched virtually all aspects of the campus community (Hale, 1973:35). A similar study at the University of Cincinnati resulted in the adoption of program objectives and goals including the following:

> 1. To ensure a developmental approach to career planning as a major aspect of the students' total academic experience;
> . . . . . .
> 2. To assist the individual in understanding his special competencies and in determining how his interests, resources, values, and abilities relate to various career fields; and
> . . . . . .

3. To assist the individual to relate career plans to his overall life goals (Sovilla, 1972: 64-65).

Other colleges have developed innovative programs focusing on specific functions within the career guidance framework: courses in "career dynamics" designed to foster understanding of self in relation to the world of work (Devlin, 1974); career placement programs which give priority to student needs rather than employer needs (Bolles, 1974); career information services which recognize affective as well as cognitive needs of students (Reardon, 1973); computer-assisted career guidance programs which involve students actively in a systematic process of career exploration (Katz, 1969).

In California, a year-long Education Professions Development Act project for "Implementing a Model for Vocational Guidance and Counseling in the California Community College" was sponsored by Cerritos College during the 1973-74 academic year. As an outgrowth of this project, a Statewide Consortium Committee for Vocational Education Research was initiated by the Office of the Chancellor of the California Community Colleges to develop a pilot program in computer-assisted career guidance at Pasadena City College in 1974-75 (Neasham, 1975).

A program of career guidance incorporating the concepts of student development and self-fulfillment has the potential for great significance in community college education. The present study attempts to design such a

program through a consensual procedure involving persons knowledgeable in the field of career guidance. Its ultimate significance will depend upon the degree to which it can be implemented to bring about institutional change.

BACKGROUND OF THE PROBLEM

Since September 1955, when American River College first opened its doors as the 61st public junior college in California, the counseling and guidance function has been regarded as an important and essential feature of the college program (Dangerfield, 1974). In the early years, counseling was closely coordinated with psychology instruction. Each student was required to enroll in a psychology class during his first semester and his class instructor was also his counselor for the duration of his attendance at the college. This system permitted students and teacher-counselors to become well acquainted during the student's first college semester, and also provided an opportunity to introduce a developmental approach to career and educational planning. In 1968, however, the counseling and teaching functions were separated and faculty members were given the option to teach psychology or become full-time counselors. The separation of these functions is now so complete that requests from counselors to return to a combination teaching-counseling assignment and/or to serve as facilitators in a classroom situation with another instructor have been denied as a matter of policy.

Academic advising is a prime responsibility of the American River College counseling staff and occupies a considerable proportion of every counselor's time each semester. Career guidance, while receiving equal emphasis in the official college and departmental philosophy, receives less concerted attention in actual practice.

This situation is not unique to American River College; nor is it uncommon in community colleges generally. In a definitive article entitled "An Academic Advising Model," Terry O'Banion (1972a:62) stated that the process of academic advising should include five dimensions: (1) exploration of life goals, (2) exploration of vocational goals, (3) program choice, (4) course choice, and (5) scheduling courses, in that order. He went on to state that:

> . . . Many programs of academic advising flounder because they begin at step three, with "program choice." It is assumed that students have already made choices regarding life goals and vocational goals when they enter the college --a questionable assumption for college students in general and a harmful assumption for community college students in particular.

This quotation delineates the problem at American River College: entering students are generally expected to be able to begin at "step three, with 'program choice.'" The immediate disadvantage of this procedure is that course selection by students tends to be haphazard and ultimately unsatisfactory. Of greater importance, however, is the fact that students become accustomed to making educational

decisions on a semester-by-semester basis and frequently fail to gain the skills in developmental decision-making which are necessary for success as university transfer students or as adults faced with career changes in later life. Furthermore, when little opportunity is provided for exploration of life goals and/or vocational goals prior to the selection of a specific educational program, decisions tend to be based on the exigencies of the moment rather than upon thoughtful consideration of available alternatives.

A number of services usually associated with career guidance are provided at American River College. Among these are the following:

1. Counselors do a certain amount of career counseling in the process of academic advising, but there is no formal in-service training program and little opportunity for counselors to upgrade their competencies in career guidance. Thus, it is left to each individual counselor to provide such guidance as he or she can to each of more than 500 counselees, within the limitations of the counselor's available time and expertise.

2. While many members of the instructional staff are willing to discuss career implications of their particular disciplines with students who request assistance or who are referred by counselors, there is no formal involvement of the teaching staff in the advisement process.

3. Resource materials on career planning and reference copies of college catalogs are kept in the

Careers Room of the American River College library. Staffing is provided on a part-time basis by a paid para-professional graduate student who is responsible to the head counselor; materials are catalogued and maintained by a library aide under the direction of the reference librarian.

4. A Career Placement Center was established as a one-semester pilot program during the spring of 1973, and has continued in operation as additional funding has been provided. At the Placement Center, students are assisted in both part-time and full-time job placement, as well as in developing skills in interviewing, resume' writing, and other job-finding strategies. The development of these skills will be offered to students through a one-unit course called Career Planning and Development beginning in the fall of 1975.

5. A one-unit, nine-week course entitled Vocational Survey is offered through the Behavioral Science Division as a nontransferable elective. This course provides a limited number of students the opportunity to take a battery of aptitude and interest tests, have them interpreted on a group basis, and learn to use the material in the library Careers Room. Strong-Campbell and Kuder Interest Inventories are available to other students upon request through their counselor.

6. Mature Adult Seminars have been offered by the Counseling Center since 1973 to acquaint adults of the

community with the opportunities available to them through the college.

7. An Opportunity Center for Adults (originally conceived as an "opportunity center for women") opened in October, 1974. Initial funding for this project came from the American River College Patrons Club, a group of civic-minded women who support the college. Subsequent funding must be underwritten by the college or obtained from other sources. The Center is directed by a counselor appointed and given released time by the college president; additional staffing is provided by volunteers from the community. The initial emphasis has been on counseling for "re-entry" of mature women into the educational or vocational milieu, with other services to be developed as funding permits.

8. A College Discovery Program, developed in cooperation with certain local high schools, is designed to make potential students aware of college-related opportunities. Students accepted into this program enroll in a special one-unit course in which small group discussions, led by a counselor, focus on goals, objectives, requirements, skills, and attitudes compatible with success in college.

9. An "outreach counseling" program was begun on a small scale in the fall of 1973 in an effort to better serve the needs of low-income and minority citizens of the area, as well as to increase counselor awareness of their special needs. In 1974-75 the program was expanded with the establishment of a satellite Information and Opportunity Center

in an ou- ing area of the community and the purchase of a small van to provide service in other areas. A Mature Adult Seminar meets weekly in another community center, and other programs are scheduled intermittent y in various off-campus locations.

10. Two full-time veterans' counselors, with their own office and clerical staff, provide counseling and other services for students who have served in the armed forces. This office also handles Social Security and other special claims.

11. Articulation with instructional divisions of the college is maintained through the assignment of one or more counselors to each division to maintain liaison on a regular basis.

12. Articulation with local high schools is provided through an on-going program in which each counselor is assigned as a liaison counselor to a particular school. Visits are made regularly throughout the school year, at which time the various academic and vocational-technical majors offered at American River College are discussed.

13. Two annual events, College Day in the fall and Career Day in the spring, provide students the opportunity to meet with college or business representatives who come to the campus for an educational or career "fair" type of program.

American River College thus provides students with varied services to assist them in career decision-making;

however, there is an obvious need for the coordination of services and for current, available career and educational information. A Student Personnel Services Committee, formed in the spring of 1975, should provide the vehicle for the coordination of objectives and the review of organizational practices, staff responsibilities, and program needs.

DEFINITION OF TERMS

For the purposes of this study, terms are defined as follows:

1. Career: The unfolding series of educational and vocational experiences and decisions related to a person's productive role in society.

2. Model: The term model has many diverse meanings within educational research. In reference to this study, model refers to a descriptive set of statements of related objectives, services, staff roles and organizational practices comprising a desirable career guidance program, as determined by practitioners and a panel of experts through a consensual procedure (Ludwig, 1973). It is presented as a "representation meant to be used as a standard or basis of comparison" (Webster, 1962:945), rather than as a predictive paradigm.

3. Consensual procedure: The process whereby opinions concerning the status and desirability of objectives, services, staff roles, and organizational practices are solicited from a selected sample of respondents in

public community colleges thought to have operational career guidance programs, and from a practitioner-nominated panel of career guidance experts (adapted from O'Banion, 1966).

4. Practitioner: A person engaged in the practice of career guidance in a public community college. In this study, practitioner is sometimes used as a synonym for dean of guidance.

5. Panel of experts: The judges chosen to respond to this survey on community college career guidance. The seven individuals nominated most frequently by community college deans of guidance as being most knowledgeable about career guidance comprise the panel of experts in this study.

ASSUMPTIONS OF THE STUDY

1. Within the varied formats found in diverse community colleges, there exists a common set of objectives, services, staff roles and organizational practices which comprise a model career guidance program.

2. Deans of guidance at large public community colleges, or others specializing in the field of career guidance at such institutions, are qualified to determine the parameters of a model career guidance program.

3. A model program for career guidance in the community college, based on a set of desirable characteristics obtained through a consensual procedure from practicing career guidance specialists and a panel of

practitioner-nominated experts, is useful to educational institutions wishing to develop or improve career guidance programs.

SUMMARY

Choosing a career can no longer be considered a once-in-a-lifetime event. Rather, it is a developmental process which continues throughout a person's lifetime as conditions, interests, and goals change. Thus, career guidance programs will ideally emphasize the developmental nature of the career choice process and provide persons of all ages with the skills needed to cope with the changes which will inevitably occur. This study develops and describes a consensual model for such a program in a public community college.

Chapter 2

REVIEW OF THE LITERATURE

Chapter 1 describes the objectives of this study: (1) to develop a model program for career guidance in a large community college and (2) to focus specifically on ways to improve career guidance services at American River College in Sacramento, California. The purpose of this chapter is to review the literature relating to these objectives. The review will be presented in four categories: (1) Theoretical Concepts; (2) Trends in Career Guidance; (3) Computer-Assisted Guidance; and (4) New Roles for Guidance Personnel.

THEORETICAL CONCEPTS

One of the most difficult tasks confronting man over the years has been that of discovering and then utilizing his own unique capabilities in a meaningful and productive life (Kennedy, 1972). Prior to the Industrial Revolution, one's life work was more a matter of birth than of choice, but since that time man has exercised increasingly greater control over his vocational destiny.

Concomitant with control, however, has come responsibility--for decision-making, as well as for implementation of decisions made. Providing help in the decision-making

process has been an important aspect of the guidance and counseling movement since its inception and, indeed, has provided much of the impetus for its growth.

Various theories have been proposed to explain and classify the factors that influence vocational choice, and to describe the process of career development. While there is still no general agreement among guidance personnel with regard to these theories, it is important for the counselor to be cognizant of the ideas being proposed and of the trends in guidance theory. As Graff and MacLean (1970:573) have pointed out:

> . . . Since individuals will continually be making (vocational) decisions, it is necessary to help them develop effective decision-making skills. In order to perform this task, a counselor needs to be familiar with decision-making and vocational theory.

The complexity of modern society requires counselors to deal with a vast amount of data relating to both the individual and the occupational world. Knowledge of theory enables the counselor to organize and synthesize these data, and provides him a basis upon which to build a personal philosophy of career guidance.

Theories of Occupational Choice

Trait and factor theory. The earliest theory of occupational choice and perhaps the most durable one, trait and factor theory, is based on the psychology of individual differences and was strongly influenced by the development of the psychometric movement (Herr, 1970), (Zaccaria, 1970).

In simplified terms, trait and factor theory holds that (1) people have different traits; (2) each occupation requires a unique set of characteristics; and (3) vocational guidance should match people and jobs. Once this matching has been accomplished, the problem of vocational choice is considered to be resolved for that individual.

Elements of trait and factor theory can be seen in Parsons' (1909) description of the three-step guidance model needed to help people make occupational choices: (1) study the individual; (2) study occupations; and (3) match the right person with the right job. Similarly, this seems to be the basis of many of the interest inventories and personality measures which attempt to classify differences in occupations.

A major criticism of the trait and factor approach is its lack of flexibility. In light of the rapid changes taking place in the vocational milieu, it is "analogous to fitting round pegs in round holes with neither the pegs nor the holes remaining round for a consistent period of time." (Herr, 1970:18.) Furthermore, reliance on this theory effectively negates the counselee's responsibility for vocational decision-making; choices are made on the basis of statistical prediction or counselor recommendation, rather than as an affirmation of personal values. Despite these limitations, trait and factory theory continues to influence contemporary thought concerning career guidance.

Need-drive theories. Other theories have been developed to explain or conceptualize the ways in which people make vocational choices. Need-drive theories of motivation view the individual as having basic needs which are transformed into forces or drives impelling the person toward need-satisfying activities. Whether the motivation is cognitive or emotional, conscious or unconscious, directly or indirectly expressed, the behavior is envisioned as being goal-oriented (Zaccaria, 1970). Included in this general category of need-drive theorists are Forer (1953), who describes occupational choice as being a rather blind, impulsive, emotional, and largely unconscious process; and Schaffer (1953), who believes that the most accurate prediction of job satisfaction can be inferred from the extent to which the person's most important needs are met.

This approach also seems to parallel the theories of Maslow (1954) and Allport, Vernon, and Lindzey (1960), who postulate that success, satisfaction, and fullness of life are linked to satisfaction of a basic hierarchy of needs or values.

Psychoanalytic theories. Perhaps the most notable representative of the psychoanalytic theorists is Brill (1949), who attributes prime importance to the concepts of sublimation and identification. According to this theory, the individual selects an occupation which enables him to sublimate instinctual but socially unacceptable wishes or needs and release energy in socially acceptable ways through

work. Brill further theorizes that occupational choice is strongly influenced by peers and other significant personal models.

Among other psychoanalytic theorists, Henrick (1943) reasons that individuals satisfy their instinctive need for mastery of the environment through developing and applying work-related skills; and Bordin and his colleagues (1963) specify the aspects of work which they view as satisfying various psychological or physiological needs.

Within the context of these psychoanalytic theories, vocational guidance and counseling would not play an important part, since the normal individual is expected to make appropriate choices instinctively, and any problems with respect to occupational choice are considered to be merely symptomatic of deeper psychological problems.

Roe's theory: The influence of early child-parent relationships. Anne Roe's (1956) theory of occupational choice has certain psychoanalytic qualities but is broader in scope than those described above. Roe maintains that early parent-child relationships shape the child's need structure and the pattern he develops for satisfying needs. This pattern, in turn, influences occupational choice, since occupations become, in adulthood, the means for satisfying needs. According to Roe's theory, individuals who have experienced warm parent-child relationships tend to select person-oriented occupations, whereas those whose early

experiences were cold typically select occupations involving objects, animals, or ideas rather than people.

Hoppock's theory: An eclectic view. Hoppock (1967) has drawn from several existing theories to develop a composite theory which focuses upon occupational choice as a means for satisfying needs, but also recognizes the influence of other factors: values, educational experiences, contacts with various occupations, psychological factors such as unconscious motivation, as well as broad economic, sociological, and cultural factors.

Theories of Vocational Development

While theories of occupational choice have continued to thrive, attention in recent years has focused on theories of vocational development. In contrast to the emphasis upon choice, vocational development is seen as but one aspect of the individual's total development--an on-going process of growth and learning in which psychosocial environment, developmental experiences, and overall self-concept are of considerable significance. The developmental approach to career theory parallels a growing general interest in all aspects of human development. As Ivey and Morrill (1968: 645) have stated:

> Career process may be defined as the continuing process through which a person engages in the sequence of developmental tasks necessary for personal growth in occupational life. . . . Those searching for a career should be seen not as individuals hunting for a place in a stable society, but as changing organisms engaging in

a series of career-related developmental tasks that enable them to adapt themselves to a changing society.

There is general agreement among developmental theorists that vocational development is a relatively continuous and long-term process; however, differences exist in emphasis and terminology. Some of the developmental theorists who have strongly influenced contemporary thought concerning careers are discussed below.

Ginzberg: An approach to a general theory. At a time when no distinction had been made between occupational and vocational theories, Ginzberg and his associates (1951) developed a theory which recognized the need to investigate how choices are made. As the result of a careful study of a selected group of individuals who were considered to have maximum freedom in choosing an occupation, Ginzberg and his colleagues concluded that: (a) occupational choice is a long-term process; (b) as one gets older, the process becomes increasingly difficult to reverse; (c) the final choice is a compromise between what the individual prefers and the available realistic opportunities; and (d) the process of vocational choice occurs in a series of definite stages, which they labeled Fantasy (childhood), Tentative (early adolescence), and Realistic (middle adolescence). Ginzberg believes that biological, psychological, and environmental factors influence not only the individual's occupational choice, but also his probability of success.

The developmental aspects of Ginzberg's theory are apparent from the fact that vocational choice is seen as a systematic yet predictable process, culminating in the decision to enter a specific occupation.

Holland's theory: Personality types and model environments. John Holland's (1966) theory of occupational choice is predicated upon three basic assumptions:

1. People can be characterized by their resemblance to one or more personality types: Realistic, Intellectual, Social, Conventional, Enterprising, or Artistic.

2. The environments in which people live can be characterized by their resemblance to one or more model environments, corresponding to the same six personality types.

3. The pairing of persons and environments leads to several outcomes that can be predicted and understood on the basis of knowledge of personality types and environmental models.

Holland (1966:11-12) postulates further that:

> People search for environments and vocations that will permit them to exercise their skills and abilities, to express their attitudes and values, to take on agreeable problems and roles, and to avoid disagreeable ones. . . .
> . . . . . .
>
> A person's behavior can be explained by the interaction of his personality pattern and his environment.

Both heredity and environmental factors are thought to influence not only the person's growth and development,

but also his career preference. Within these parameters, the individual gradually develops habitual ways of responding to situations which confront him, including vocational situations. An understanding of personality and environmental constructs is important to the vocational counselor, according to Holland (1966:6), because:

> Vocational satisfaction, stability, and achievement depend on the congruency between one's personality and the environment (composed largely of other people) in which one works.

Tiedeman's theory: The process of career decision-making and adjustment. Tiedeman (1961) conceptualizes career development as a process in which the individual resolves a series of psychosocial crises through the process of decision-making. Tiedeman (1961:19) describes vocational development as:

> . . . a process of evolving and of acting upon a conception of self as it is expressed through vocational behavior. The evolution transpires through a series of decisions . . .

According to this theory, decisions imply action. Tiedeman and O'Hara (1963) postulate that each decision potentially consists of seven distinct phases, described in their Paradigm of Vocational Decision-Making:

> Exploration ⇌ Crystallization ⇌ Choice ⇌ Clarification ⇌ Induction ⇌ Reformation ⇌ Integration.

Progression from one stage to another is neither instantaneous nor irreversible (hence a representation of this process by double arrows ⇌); however, advance typically

eventually predominates. Furthermore, each decision must also be considered in relationship to past and future decisions and their consequences. Thus career development is seen as a "process occurring over time in man who is capable of anticipation, experience, evaluation, and memory." (Tiedeman, 1961:18.) Within this context, the course of career development is characterized by continuities, as the individual moves from one developmental stage to another, and by discontinuities (i.e., the interruption of career by social or environmental factors).

Super's theory: Self-concept and career patterns. Super's theory of vocational development (Super, 1957), (Super, et. al., 1963) has been influenced by theories of developmental and differential psychology, and especially by Ginzberg's (1951) research, but its primary emphasis is upon phenomenology (self-concept theory). The theory has evolved as the outgrowth of a twenty-year longitudinal Career Pattern Study and has been almost continuously revised as new information has become available.

Super views vocational development as the developing and implementing of a self-concept in the world of work. Thus the vocational self-concept, which directs the individual's career development, is seen as an integral part of the general self-concept.

The basic framework of Super's 1957 theory consisted of five Stages of Vocational Development: Growth (birth to

14 years); Exploration (15-24 years); Establishment (25-44 years); Maintenance (45-65 years); and Decline (65-death). Each stage was considered to comprise a number of rather specific developmental tasks. More recently, Super and his associates (1963) have formulated the broader concepts of Crystallization, Specification, Implementation, Stabilization, and Consolidation as developmental tasks representing increasing vocational maturity. As vocational development proceeds, both internal and external factors are believed to influence the choices made and narrow the array of options open to the individual. Thus, there is an emphasis on vocational convergence as the individual matures.

Summary

In order to assist individuals to develop effective career decision-making skills, counselors need to be aware of decision-making and vocational theory. This section has provided a brief overview of theoretical concepts by contrasting theories of occupational choice and theories of vocational development.

Theories of occupational choice are typically based on the premise that each person chooses an occupation once in a lifetime, and remains in that occupation thereafter. Any change in occupation is dealt with as a separate and distinct occurrence, unrelated to previous or subsequent vocational choices. Each person is considered to be better suited for one job than for any other. In this context,

counseling and guidance become extremely important at the moment an occupation is actually selected, since a "right" decision can presumably bring happiness and success, whereas a "wrong" decision portends dissatisfaction and failure.

Theories of vocational development, on the other hand, view career development as a relatively continuous, longitudinal process which is but one aspect of total human development. The process is typically described as a progression of growth stages, labeled for purposes of study and discussion, in which the individual makes a series of decisions regarding career alternatives. Each decision is affected by previous decisions and their consequences, as well as by the individual's perception of what the future holds. Biological as well as social/environmental factors also influence vocational growth. This developmental approach to career psychology emphasizes the need to help individuals develop decision-making skills which can be used throughout life as conditions and values change. This view is gaining favor among career specialists, and has important implications for future planning of guidance programs.

TRENDS IN CAREER GUIDANCE

Concomitant with the growing acceptance of developmental theories of career guidance has come a need for improved and restructured guidance practices. A review of pertinent literature reveals an abundance of predictions and recommendations for new directions and/or new techniques

in career guidance. Some of the more promising developments are discussed in the following pages.

General Trends

Mildred McQueen (1973), in a report prepared for Science Research Associates, indicates that one of the most important trends in guidance and counseling is the movement toward the team approach, with the use of paraprofessionals and technological and media aids to assist the counselor. She expects greater use of computer systems to relieve counselors of routine tasks and permit them to work more directly with students, both individually and in small groups. She predicts further that:

> Career investigation will be more efficiently conducted through computer-assisted, student-initiated activities in multimedia centers (p. 49).

In an article exploring the process of academic advising and its relationship to career guidance, Terry O'Banion (1972a) advocates a team approach in which counselors would have the responsibility for helping students explore life and vocational goals, both before initial enrollment and in a continuing program following matriculation. Suggested techniques for this process include a programmed guide to facilitate exploration of goals (especially important if small group sessions are not possible), special seminars on occupations, experiential approaches to job sampling, and personal development courses.

Jane Matson (1971:279) identifies "several areas where new and promising practices appear to be emerging" in student personnel work, including the following: (1) decentralization of services; (2) design of specific curriculums in student development; (3) new uses of paraprofessionals; and (4) increase in use of technology.

Some of these same trends are among those noted by C. L. Lewis (1973): (1) return to direct, career-related educational services; (2) reduction of one-to-one counseling and increase in task-oriented group work; (3) greater use of paraprofessionals and student peer-leaders; (4) more teamwork with instructional staff and an increase in teaching by student personnel staff; (5) greater use of new information storage, retrieval, and transmittal devices; and (6) greater emphasis on performance objectives and evaluation.

Some of the more innovative programs in current use are discussed in the pages that follow.

Career Guidance Courses

The need for and benefits of a planned guidance curriculum have received increasing recognition in recent years. As William Cooley (1970:8) has stated:

> . . . Goal-setting and the development of plans to achieve those goals are most appropriately the responsibility of those trained in guidance.
>
> This responsibility cannot be met through relying exclusively on individual or unstructured group counseling. I believe a necessary ingredient would be an extensive guidance curriculum.

Cooley goes on to suggest that such a curriculum should include a variety of options, such as career games, small group discussions, independent study, and computer-assisted instruction. He emphasizes that the principles involved in goal-setting, planning toward goals, self-direction, and decision-making need to be taught, not necessarily to enable students to make all their own plans, but to prepare students to make more effective use of the counseling interview.

Support for an organized guidance curriculum comes also from Terry O'Banion (1972b:273), who believes that:

> . . . students deserve college credit for developing their potential in the areas of value formation, self-awareness, career exploration, and social service. Without an organized curriculum, students often do not receive credit on their transcripts for their most significant college experiences.

A recent poll of college placement officers (Devlin, 1974) reveals a definite trend toward the use of career development courses for career explocation, and identifies three general types of courses:

1. Job-oriented course, covering career choice factors, career information, and job-seeking techniques.

2. Occupational-information course, emphasizing content and cognitive material.

3. Career dynamics course, designed to help students develop concrete learning skills which will enable them to gain insight and understanding into the relationship between self and the world of work.

The "career dynamics" type of course, emphasizing process rather than subject matter and involving students actively in the process of career identification, seems to be gaining wide appeal among college student personnel workers.

Teaching students the many aspects of the "art of career planning" is infinitely more important, according to Rosemary Gaymer (1972), than hastening them toward making decisions about courses and career choice. In her career planning course Gaymer emphasizes the need for flexibility and adaptability, the art of job hunting, and the anticipation of contingencies. The concept of career dynamics is also stressed: students are made aware that the idea of "one career for a lifetime" is largely a myth, and that they are merely making the first of many career decisions that will be necessary within their life span.

The "human potential/values clarification" approach to career development provides a valuable basis for many career guidance courses; however, Alice Dwight (1975:23) believes that:

> . . . At the elementary and secondary levels this may be appropriate, but on the community college, adult level, the student's sense of urgency for career direction is more acute.

With this need in mind, Essex Community College in Maryland developed a career decision-making course based primarily on experiential rather than cognitive learning, and emphasizing integration of vocational exploration with self-exploration. Techniques utilized include a career

autobiography, personal information questionnaire, values clarification exercises, achievement analysis, limited testing and interpretation, and structured goal setting. Cognitive learning covers local and national manpower trends, use of career library, and information on other campus resources. Group interaction and peer support are primary factors in every class session, resulting in what Dwight (1975:24) describes as "group-strengthened individual assessment at its practical best."

The content of a course related to careers will vary depending upon its purpose, the expected student clientele, and the institution or department offering the course. At Indiana University, for example, a course in career planning taught by Placement Office personnel concentrates on the mechanics of planning one's career strategy: writing résumés, analysis of employment trends and opportunities, preparing for job interviews, and the like (Powell and McGuire, 1971-72). Guest lecturers supplement structured classroom activity, and each student writes a short paper and is personally interviewed by a placement counselor.

At Augustana College (Illinois), the emphasis is upon assisting students to develop as complete an understanding of themselves and of the world of work as possible, and to integrate these understandings so that effective career decisions can be made (McGuire, 1973). A three-phase program is used to accomplish these objectives: a Freshman Guidance Day program, a career information radio series, and

an academic credit course incorporating an exploration of career development theories, occupational sociology, and in-depth study of at least one career of interest. Individual career counseling is also provided as needed.

Another type of program has been developed at Humboldt (California) State College, where a five-day summer institute in vocational counseling and orientation includes vocational testing, academic major discussions, presentations by guidance-oriented industry groups, films, and lecture-discussion sessions on college life (Burns, 1969).

The Systems Approach

The success of the "systems approach" in solving industrial problems has led educators to apply the same principles to educational planning, and thus to guidance. As Judith Weinstein (1969:128) states,

> The systems approach is a management tool for the orderly solution of complex problems. . . . In vocational guidance, the systems approach is useful in developing and coordinating instructional materials, counseling techniques, and computer and audiovisual hardware to bring about student behavioral changes indicative of increased vocational maturity.

The influence of "systems analysis" can be seen in a number of innovative career guidance programs now being developed.

TRIPOD. Vocational decision-making often presents special problems for liberal arts majors. The Tri-Phases Integrative Program for Occupational Development (TRIPOD) is a systems approach to college-level career planning which

gives particular attention to helping students relate a liberal arts education to the technologically-oriented world. TRIPOD assumes that vocational development is part of a total maturation process; that increased self-knowledge increases the accuracy of vocational choices; and, more importantly, that adequate vocational and personal adjustment is a result of matching the individual's interests, needs, values and goals with the appropriate career. Kirts and Fisher (1973:45) explain that

> The objective of TRIPOD, then, is to create and sustain a dynamic atmosphere in and through which vocational development becomes an identifiable and purposeful experience for the student.

Holland's (1966) theory of vocational choice provides the focal point through which the student's career guidance is channeled in TRIPOD. The process includes a series of biographical interviews, administration of the California Psychological Inventory and the Strong-Campbell Vocational Interest Blank, small-group simulation exercises designed to explore behavior types, off-campus field work, and videotaped roleplaying of job interviews.

PATH. Another systematic approach to the problem of providing career exploration opportunities for liberal arts students is a six-hour program called PATH, developed by Howard Figler (1973). PATH facilitates individual self-assessment through peer-group discussion and examination of values and personal strengths and weaknesses as they relate to various career fields. A career counselor is present

to provide guidelines as well as occupational information, but the program purposely avoids tying students to a career commitment. Rather, students are assisted in developing decision-making skills which can be used throughout their careers.

Individualized Instruction

Development of an individualized program for career guidance requires analysis of the needs to be met, the functions to be performed, and the sequence to be followed. This rationale provided the basis for the five-step sequence followed by research scientists Hamilton and Jones (1971) in designing a prototype individualized Educational-Vocational Guidance Program for the Palo Alto (California) Unified School District:

1. Identify student needs in order to formulate (a) educational and vocational goals, (b) instructional objectives related to these goals, and (c) statements of performance outcomes to indicate attainment of these goals and objectives.

2. Classify instructional objectives according to commonalities among the various educational and vocational guidance needs.

3. Specify alternative learning strategies in terms of which are most appropriate for particular objectives.

4. Implement the program within simulated or real-life settings.

5. Evaluate the program as to whether students' guidance-related needs are being met.

Hamilton and Jones designed the Palo Alto prototype to provide individualized instruction in three areas of identified student need: (1) understanding of personal characteristics in relation to educational and occupational alternatives; (2) ability to locate and utilize specific, current, and reliable information on available educational opportunities; and (3) proficiency in problem-solving skills necessary to process information about self and the world of work. A student possessing these requisites, according to Hamilton and Jones (1971:295) is able to "participate in 'educated involvement' or 'informed choice' relative to the educational and vocational aspects of his behavior."

An analysis of needs, functions, and sequence was also utilized in developing a self-directed, individualized program for academic planning at Louisiana State University in New Orleans (McCoy, 1972). To provide students the opportunity for maximum input in their academic planning, a Scheduling Kit was prepared for entering freshmen. The kit contained a copy of the current college catalog, an Academic Information Directory (AID), and a Freshman Scheduling Work Sheet designed to direct new students through the steps required to construct a preliminary course schedule.

The material in the Scheduling Kit was organized so that the student had to complete the Work Sheet, referring to the AID booklet and/or college catalog from time to time

for information. The project proved to be very successful, not only in its original purpose of increasing student involvement in the scheduling process, but also as a catalyst which required cooperation and increased communication among various elements of the college community. Of particular interest was the fact that remedial students were able to plan their programs with the same degree of exactness as honor students.

The value of programmed, individualized instruction as a means of disseminating educational and/or vocational information has been confirmed by several researchers. In a study conducted at Southern Illinois University, for example, a comparison was made of the effectiveness of three kinds of vocational counseling: individual, group, and automated self-instruction (Graff, Danish, and Austin, 1972). Results of the study indicated that with regard to counseling effectiveness, programmed self-instruction proved superior to either the individual or group treatment in three areas: becoming informed of vocational opportunities and requirements; learning about how to make educational-vocational decisions; and setting up educational and vocational goals consistent with abilities, interests, and personality characteristics. Furthermore, the self-instructional approach was equal to the other two methods in other areas studied. The researchers concluded that the effectiveness of the self-instructional approach, together with the smaller amount of time required for this method as

compared with individual and group counseling, constituted an endorsement for the use of self-instructional methods in vocational counseling. Recommending further research in this area, they commented:

> If automated procedures facilitate the vocational counseling process, then counselors . . . need to be familiar with self-instructive and computerized methods. (P. 228.)

Along this same line, a study by Lynch and Montaba (1969) indicated that entering freshmen are interested primarily in the informational aspects of counseling as they prepare to enroll. An inverse relationship was found between the number of students requesting counseling appointments and the amount of pre-enrollment information available through other channels.

Educational Technology

The potential uses of technology to improve career guidance services to students are many and varied. While some of the more sophisticated programs are still in the developmental or field testing stages, educational institutions have already put technology to use in a number of innovative ways. Some examples which have implications for career guidance are described in the following paragraphs.

Cognitive-Style Mapping. At Oakland Community College in Michigan, a program referred to as Cognitive Style Mapping utilizes different elements of educational technology to individualize instruction and insure success

for different students (Nunney and Hill, 1972), (Neft, 1972). In recognition of the fact that not all students learn at the same rate, nor in the same way, Cognitive-Style Mapping is an attempt to implement the suggestions made by Bloom (1968:7), who declared that:

> Only about a third of the nation's students really master the skills and concepts presented to them in school, but ninety-five percent are capable of doing so.

At Oakland, a computer analysis of the information obtained from a battery of tests designed to determine how each student learns results in a computer printout representing the student's "cognitive-style map." On the basis of each student's "map," a personalized educational program (PEP) is prescribed. Program components include textbooks, television, audiotapes, Individualized Programmed Learning Laboratory (IPLL) assignments, group work in a special Carrel Arcade, independent study in the Learning Resources Center, peer tutoring, and seminars. Knowledge of the student's "cognitive style" is a valuable asset in career planning. Furthermore, PEP components can be used to teach career planning and decision-making concepts.

DIAL. At the University of Wisconsin (Madison), 225 tape-recorded messages are available by telephone from DIAL (Digital Information Access Line), part of the university's information and referral service (Saffian, 1975). Brief recordings give educational and career information, general information concerning university programs, advice and

counseling, and specific sources of additional assistance. All departments of the university provide subject material for the tapes, much of the preparation is done by staff members, and the campus telephone operator plays the tapes on request. Thus, students are provided a wide range of information and assistance at a nominal cost to the university ($4,500 per year for twenty-four hour service).

DAIRS. The Dial-Access Information Retrieval System (DAIRS) used at Bellevue Community College near Seattle provides automated delivery of preprogrammed instruction and information to students, faculty, and members of the community. Both audio and video programs can be received in dial-access carrels at the college, and the audio offerings are available twenty-four hours a day to homes equipped with touch-tone telephones. Furthermore, a statewide hookup of community colleges in Washington combines the technologies of dial-access and tele-lecture to share guest lecturers, instruction, and other items of interest. Concerning the system, which has been in operation since 1969, Boyd Bolvin (1975:35) nas this to say:

> Some of the advantages are that: (1) it can serve many users quickly and efficiently; (2) it can be very effective in facilitating learning on an individual, independent study basis; (3) it allows learners to select programs at any time without having to go through an attendant; (4) items of current local or national interest can be readily programmed for the system; and (5) its use need not be restricted to the hours that the school or college is open.

It is limited because: (1) its initial cost is high; (2) the system has to be programmed and maintained; and (3) the learner cannot always enter at the beginning of a program.

Regarding the last item, if a program is in progress when a learner dials it, the program must continue to the end before its beginning becomes available. One method used to overcome this problem is to schedule popular programs at certain publicized times; another is to keep each program relatively short. At Bellevue, programs average about twelve minutes in length.

Cassette retrieval systems. Colleges elsewhere in the nation have overcome the limitations inherent in DAIRS by switching to cassette retrieval systems which utilize audiotape recorder-players and cartridge videotape players to implement individualized learning (Harper, 1974). The cassette system provides other benefits when compared to DAIRS: the student has greater control and selection of learning units; installation, maintenance, and supply costs are considerably lower; and storage problems are greatly alleviated. This system does not, however, share DAIRS' capability of providing learning opportunities to individuals in their own homes.

Videotape. Career guidance can also be enhanced through the use of televised industrial field trips which provide students a close look at various occupations. In a program described by Jepsen (1972), workers were videotaped

in the performance of their jobs and interviewed concerning relevant aspects of their work. A study conducted to determine the efficacy of the videotape presentation as compared to the traditional lecture/discussion method revealed significant differences favoring the videotape.

Videotaped occupational interviews are also used at Moorpark (California) Community College, where a particular occupation is featured each week in the Career Center's "Hot Seat" program. Guests representing various occupations are interviewed "live" at the campus, and a videotape of the program is made available for use by those unable to observe the actual interview. Closed-circuit television receivers, located strategically throughout the campus, publicize this and other Career Center programs (Brinkman, 1975).

Concerning the production of videotaped interviews, Jepsen (1972) recommends that (1) information regarding the psychosocial aspects of the job, as well as the economic considerations, be included; and (2) the opportunity for student involvement be provided, perhaps through periodic interruptions of the narrative so that students can respond overtly to questions presented on the screen.

Technology is also being used to advantage in career placement. As Davison (1968) points out, computerized placement systems can provide students more exposure to potential employers than is otherwise possible, while freeing counselors to develop closer personal relationships with students.

Paraprofessionals

In discussing several new and worthwhile practices which she sees emerging in student personnel work, Jane Matson (1971:280) cites the increased use of paraprofessionals. She feels that:

> Paraprofessionals can extend the student personnel services program in two directions: by expanding the range of available services by utilization of their unique skills and by freeing the professional staff to devote more time to work requiring their highly specialized skills.

Others echo these sentiments. Delworth, Sherwood, and Casaburri (1974) recommend the use of paraprofessionals to meet the expanding needs of personnel services and the increasing costs of higher education. Wrenn and Mencke (1972:687) have stated that "a trend toward increased reliance on paraprofessionals in the broadest sense of that term has clearly been established." Lewis (1973:8) asserts that "the use of relatively untrained people (peers and paraprofessionals) is a clear trend, and expanded use of these helpers is under way."

While there is increasing support for the use of paraprofessionals in improving student personnel services, there is a lack of consensus regarding appropriate duties, levels of education, training, and remuneration. The term paraprofessional has been variously used to mean student (peer), two-year college graduate, or four-year college graduate gaining paraprofessional experience while pursuing an advanced degree. The duties and pay, if any, vary

considerably and depend to a large extent on the perceived needs of the educational institution.

Duties fulfilled by paraprofessionals are usually described in terms of their contribution to the overall guidance program, rather than to one specific aspect such as career guidance; however, to the extent that they free professional counselors for tasks requiring their special expertise, paraprofessionals are a valuable adjunct to any career guidance program.

A survey of counseling center directors conducted by Crane and Anderson (1971) indicates that directors are likely to approve the use of paraprofessionals to serve as tutors or companions to disadvantaged students, assist in freshman orientation, work on emergency telephone service, counsel with students having study or adjustment-to-college problems, administer interest inventories, and function as research or clerical assistants. Steenland (1973) confirms that duties actually being performed by undergraduate paraprofessionals closely parallel the roles suggested by Crane's and Anderson's data.

Paid paraprofessionals are being employed by educational institutions to serve in a variety of ways: assisting professional counselors in academic and career counseling (Field and Thompson, 1973); providing academic advising to freshmen (Upcraft, 1971); staffing career resource centers (Doepke, 1974). Such programs have been favorably evaluated by students, paraprofessionals, and

supervisors. With regard to one evaluation study, Upcraft (1971:831) states:

> This study clearly indicates that undergraduate students, given adequate training and roles, can effectively advise other students. . . . even counseling services might use students in quasi-professional roles, given adequate training and limitations.

The use of unpaid peer counselors appears to be even more widespread. Concerning remuneration, Steenland (1973) found that slightly fewer than half of the undergraduate paraprofessionals received some form of pay, although some others received academic credit for their service. He pointed out that paraprofessional service apparently has an intrinsic appeal to many students, as evidenced by their willingness to work without remuneration either in money or academic credit.

Peer counselors have performed creditably in various guidance roles (McCarthy and Michaud, 1971), (Vriend, 1969), (Mosher and Sprinthall, 1971). They have provided general college information and helped students in goal-setting, curriculum selection, and vocational decision-making (Pyle and Snyder, 1971); and they have served as peer-leaders of small discussion groups (Wrenn and Mencke, 1972).

Peer counselors have been especially effective, both individually and in small group settings, in helping reentering women, minority, and other non-traditional students adjust to the new milieu of the community college (Jackson, 1972), (Pyle and Snyder, 1971), (Ramsey, 1973). This aspect has important implications for career guidance,

since these students often need special help in assessing values and setting goals concerning the occupational world.

Careful selection and adequate training (pre-service as well as in-service) appear to be the keys to success in utilizing paraprofessionals in guidance. Carkhuff (1972) and Delworth and Moore (1974) emphasize that selection and training procedures should be based on solid, functional criteria and directed effectively by professionals. Jackson (1972) adds a third requisite: an evaluation system that is clearly defined and judiciously used.

Career Placement

Emphasis on the developmental nature of vocational growth has brought changes in career placement philosophy. Sovilla (1972:62) states emphatically:

> If anything is certain, the function of career planning and placement on the college campus is drastically different, or should be, than it was five years ago.

Placement officers are beginning to see themselves as advocates for the job-hunter; no longer are the needs of the prospective employer given first priority. As Richard Bolles (1974:25) has commented:

> More and more career counselors are arguing and teaching that the job can no longer be taken as the given. . . . It is now the job-hunter--his or her goals, aspirations, values and enthusiasm --who is being taken as the given; and skills are being taught as to how the student can find opportunities "out there" to fit that given.

While aiding students in their transition from academic life to the occupational world is still the most

dominant function of career counseling and placement, there is increasing interest in new or revised approaches to the task: counseling to assist students in developing long-term career objectives; developing educational programs in career decision-making; using more efficient information delivery systems; interacting more closely with faculty (McLoughlin, 1973), (Endicott, 1972). The effective career counselor of the future, predicts Bolles (1974), will strive to "empower" students in their job search by teaching exactly what the process is, how it is done, and how they can do it over and over again as their goals and aspirations change.

Summary

Rapid changes in the world of work, coupled with an increased awareness of the need for a developmental approach to career guidance, have produced new trends and led to the adoption of a variety of new techniques in college student personnel work. Guidance experts emphasize the need for a team effort utilizing the diverse skills and expertise of counselors, instructors, and paraprofessionals to strengthen career guidance programs.

In colleges across the nation, guidance curriculums are being developed to help students explore life and vocational goals, learn and practice decision-making skills, and develop career-planning techniques. The "systems approach" is being used to create individualized instructional units in career development and to structure group exploration of life and career goals. Educational technology is being

employed in innovative ways to improve the delivery of occupational information and assist students in career planning. Career placement practices are beginning to reflect a developmental philosophy of career guidance.

COMPUTER-ASSISTED PROGRAMS

With the advent of increasingly sophisticated educational technology, proposals for the use of computer assistance in guidance programs have proliferated. Moreover, recent developments in computer technology have made computer assistance more economical for educational use.

One development of particular interest in this regard is the Time-Shared, Interactive Computer Controlled Information Television System (TICCIT), which has the potential for reducing the cost per person per hour of computer-television service through utilization of a unique coupler-decoder. Utilizing the coupler-decoder, TICCIT is capable of transmitting data on colleges, careers, and courses simultaneously over a single private television channel, while retaining its ability to do the regular computations it has been programmed to handle. Financially, TICCIT will make it possible for a greater number of people to use the computer alone, the television alone, or the computer-controlled television for a vast variety of purposes simultaneously (Rifkin, 1973).

A number of different proposals and prototypes utilizing computer assistance for guidance purposes have

been developed. Some have been field tested and are in current use; others are still in the developmental stage. Some of the more innovative developments are discussed in the following paragraphs.

Dissemination of Occupational Information

The proliferation of occupations and the increasing number of young people entering the labor market have combined to make the task of disseminating vocational information on a one-to-one counselor-counselee basis virtually impossible. The need for alternative delivery systems for occupational information is illustrated by a few statistics:

> Nationwide, it is anticipated that by 1980 there will be some 5,000 new job skills and some 15 million more youths who must have jobs (Jones, 1973:298).

> It has been estimated that present needs exceed 83,000 man-years of elementary-secondary-college level counseling services. Only about one-half of this need is being met. The inability of manual systems to meet the demands has made it virtually impossible to provide quality instruction, guidance services, and school management (Roberts, 1971:27).

In view of the rapidity with which occupational changes are taking place in our society, the ability to make decisions becomes more important than the decisions themselves. But as Graff and MacLean (1970:571) point out,

> A counselee cannot make appropriate decisions or be open to a full range of possible alternatives when he either lacks needed information or possesses inaccurate information. . . . To be maximally useful, the information must be current, comprehensive, and accessible.

Dissemination of occupational information is a task uniquely suited to the capabilities of the computer, and is one area of guidance in which the use of technology has gained fairly wide acceptance among professional personnel.

Equi and Donnan (1972), for example, propose the use of systems analysis concepts to disseminate vocational information, utilizing a computer-assisted program based on Anne Roe's (1956) theory of occupational choice. The proposed program, which would involve the student actively in his own career planning process, would relieve the counselor of routine tasks to permit more effective use of his professional skills.

The School of Management at State University of New York (Buffalo) has implemented an Integrated Records and Counseling System (CRS) to provide current information to both students and advisers regarding the student's progress. This computer-aided counseling program produces a printed statement of the student's current academic status, work completed, and outstanding requirements for graduation. It also has the capability for specified one-time information interrogations. Thrasher, Campbell, and Bennett (1971) report that use of this system has resulted in reduction of student anxiety by providing improved communications and increased individualized problem servicing.

At Moraine Valley Community College in Palos Hills, Illinois, a systems approach and computerized data bank are used in planning educational and occupational programs to

meet local needs. According to Hecht and Willett (1974:34), the objectives of the industrial data bank are:

> 1. To provide current local socioeconomic data for program planning.
> 2. To determine current and projected needs for trained paraprofessional and technical personnel.
> 3. To determine functions for which paraprofessional and technical personnel should be trained.

The data bank reports and updates community socioeconomic data for use in planning college programs, as well as for career counseling. Included are data on manpower projections by job titles and families; paraprofessional and technical job titles and functions; training requirements for specific occupations; and other pertinent information.

In the belief that " . . . providing easily retrievable information and the ability to counsel more students to hand-in-hand" (Searles, 1971:59), the State University of New York (Binghamton) merged data processing concepts with career library materials, enabling students to use research methods to gather career data. Information on graduate study, financial aids, and employment trends is retrievable on computer printouts which may then be reproduced by photo-offset to provide individual copies to interested students. These procedures have proved to be particularly effective, according to Searles, in assisting students in the liberal arts and other non-specialized baccalaureate degree programs to develop career plans.

Another approach is that used at Florida State University, where the Curricular-Career Information Service (CCIS), a multimedia-based career guidance and information system, is located in a residence hall. It is staffed in part by resident assistants and is open on weekends and in the evenings (Reardon, 1973).

Interactive Computer-Assisted Guidance Systems

Recent refinements in computer technology have made possible the designing of guidance systems with the capability of computer-student interaction, thus greatly expanding the opportunity for student learning. Some of the more promising interactive guidance systems are described below.

ECES. The Education Career Exploration System (ECES) was developed by International Business Machines Corporation and field tested at Flint (Michigan) High School in 1972 (Barnard, 1972). Conceived as a means to reduce the information-handling problems involved in providing individualized vocational guidance to students, this system includes a data bank containing students' current grades and aptitude scores as well as information regarding individual student concerns. ECES operates by describing any one of over 400 occupations, including working conditions, chances for advancement, salary levels and educational requirements. It then quizzes the student to determine the

student's feeling concerning the career under consideration. ECES is also capable of suggesting an alternative occupation when the student's qualifications and interests do not coincide with the demands of the job.

ECES (1) familiarizes the student with problems of educational planning; (2) provides the counselor with information about the student's progress in formulating plans; and (3) frees the counselor from the need to maintain an occupational information library. Thus, the counselor is able to function at a higher professional level, helping students synthesize and utilize the information provided by computer technology. One advantage of ECES, according to Barnard (1972:22) is that:

> ECES teaches that choices need not be irrevocable, that within a given field of interest there are many related jobs and paths to follow. . . . ECES . . . simulates the world of work and teaches the decision-making process.

SDC. An unusual computer-based vocational guidance system is being developed by the Systems Development Corporation (SDC). Like other systems, the SDC system is primarily concerned with automating information, enabling the counselor to devote more time to the interpersonal aspects of counseling. Unlike most computer-assisted programs, this system permits the counselor to react directly with the computer in controlling which data are to be disseminated (Silberman, 1969). The major objective of the SDC system is to strengthen the vocational information and

humanistic aspects of counseling, while allowing the student the opportunity to make informed decisions regarding career choice.

The SDC system will be programmed to provide educational, vocational, and program planning information, and will also provide pertinent student data to assist counselors in individual and group counseling.

TGISS. Another promising computer-assisted guidance program is the Total Guidance Information Support System (TGISS), which was developed as a demonstration project at College High School in Bartlesville, Oklahoma. According to Roberts (1971:27), the system provides:

> 1. Instant information at the counselor's fingertips to support the counseling interview;
> 2. A rapid diagnostic capability which eliminates hours of human time in searching, calculating, interpreting and analyzing;
> 3. A gamed instruction program which provides support in vocational and career development; and
> 4. Synthetic confrontation therapy dialogue for those students who prefer to have a non-human entity listen to their personal problems.

Each counselor has an individual terminal, connected to a central computer terminal, which can be used for sending inquiries and receiving responses. Information appears on a viewing screen, and printed copies may be obtained by pressing a key. Roberts states that the support capabilities of TGISS have significantly increased the speed of service and improved the general quality of counseling and guidance services.

CVIS. At Willowbrook High School near Chicago, a Computerized Vocational Information System (CVIS) based on Anne Roe's (1956) theory of occupational classification serves as an automated library and filing system which instantly organizes, updates, and retrieves masses of information for counselor and student use. The system utilizes a cathode-ray tube and an automatic typewriter to permit interaction between the counselor or student and the computer. According to Jo Ann Harris (1968:20), director of guidance at Willowbrook:

> The staff does not think that CVIS can or should replace the counselor. Rather, the computer will allow him to become a more professional person . . . (with) time to do personal, educational, vocational, and college counseling in depth. The computer's purpose, then, is to provide instant information for human consideration.

DIALOG. A computer-based course selection and counseling system developed by the Palo Alto (California) School District permits a DIALOG between students and the computer via remote-access terminals. According to Murray Tondow (1969:163), the objectives of the program are:

> 1. To provide students with more information . . . in order to facilitate better decisions;
> 2. To relieve the counselor of the task of dispensing basic information about colleges, jobs, and high school courses and . . . of as much of the paperwork related to scheduling as possible;
> 3. To provide counselors with more time to spend in interpretation of information about the individual student; and
> 4. To advance the level at which student-counselor dialogs take place by providing the student with certain types of information before seeing his counselor.

Field test evaluation of the program revealed that students found the impersonality of the computer a relief and were pleased to have control over the flow of information. An expanded version of this system is being developed to provide additional data regarding college and job information and adaptability for use at various grade levels (Tondow, 1969).

CIS. The Computer Information System (CIS) is a statewide interagency consortium which provides current labor market and educational information to students and clients, and assists in the integration of such information into schools and social agencies throughout the state of Oregon (Clyde, 1974). Secondary and postsecondary educational institutions, as well as state-level offices of education and employment, participate in the interactive system through the use of teletype terminals connected to a central information file.

The individual seeking career information from CIS initially completes a "QUEST" questionnaire which assesses geographical, economic and occupational interests as well as any physical abilities and other aptitudes the individual may have. The user's attributes are compared to known job requirements and the names and characteristics of some appropriate occupations are suggested. The user explores these occupations through interaction with the computer, and may ask specified questions about other occupations of

interest. A computer printout of each "conversation" is retained by the user. The emphasis of CIS is on the delivery of updated and reliable occupational information, rather than on other aspects of the decision-making process. John Clyde (1974:3) reports that at Lane Community College (Eugene, Oregon), use of CIS has "effectively drawn students through the Career Information Center and eventually into more effective career decision-making."

VOCGUID. The Milwaukee Computerized Vocational Guidance System (VOCGUID) is designed primarily to provide orientation and planning in relation to career choice (Cassell and Mehail, 1973). VOCGUID facilitates the reduction of vocational choice of the individual from 1,112 basic careers contained in the memory of the computer to four or five recommended for more concentrated examination. A computer-based search and screening process selects the careers most suitable for the individual through a process of interest query, and provides a Career Success Index (CSI) for each career identified. Computer-based activities are provided in all areas basic and pertinent to career planning. In addition to consideration of the student's test scores, the following criteria in career choice are implemented: (1) Kuder Occupational Interest Inventory; (2) Ohio Vocational Interest Survey; (3) school level; (4) job level; and (5) job skill requirements and other data from the Dictionary of Occupational Titles.

ISVD. The Information System for Vocational Decisions (ISVD) is a computer-based vocational guidance system developed jointly by Harvard University Graduate School of Education, New England Education Data System (NEEDS), and the Newton, Massachusetts, Public Schools.

Probably the most complex of the interactive computerized guidance systems, ISVD differs from the other systems in scope, in the uses to which the computer is put, and in the flexibility it provides to the student in interacting with the machine (Tiedeman, 1968). In scope, the system attempts to encompass a complete and ideal decision-making environment by providing easy access to decision-making resources and instruction and supervised practice in their use. The computer plays a major role in all aspects of the system, and students interact directly with the computer in natural language rather than in a multiple-choice format. Computer routines are structured in accordance with the Tiedeman-O'Hara (1963) Paradigm of Vocational Decision-Making.

With the broad objective of facilitating responsible decision-making by individuals at all stages of vocational development, the system attempts to develop in the individual the following necessary conditions:

1. An understanding of the process of decision-making and the psychology of career choice;
2. An accurate and comprehensive understanding of alternatives and their consequences with regard to the specific decisions confronting an individual at any given time;

> 3. An understanding of his personal characteristics including knowledge about his ideosyncratic value system and its consequences for decision-making; and
> 4. A "sense of agency" or functioning belief by the person that he can choose and thereby become a determining agent in the course of his career, and that he assumes personal responsibility for the consequences of his choice (Tiedeman, 1968:125).

Tiedeman and his associates worked on the ISVD at Harvard from 1966 to 1969, when funding problems halted development. Nevertheless, the prototype and the laboratory trial in the Newton (Massachusetts) public schools brought praise from experts in the field of computer-assisted guidance. Cooley (1970:17) commented:

> What seems to me to be important about Tiedeman's project is the guidance curriculum which it sought to develop. The resulting instructional program would teach students how to make decisions. . . . The fact that a computer is involved . . . has forced them to clarify methods of teaching decision-making. . . . Tiedeman's beautiful concepts are now being made more operational. They have to be if the computer is going to do the work.

Of Tiedeman and the ISVD, Donald Super (1970:2) had this to say:

> Tiedeman and his associates . . . have been theorists who work to implement their theories. Their Information System for Vocational Decisions . . . points the way toward what now appears to be the model for the computer-assisted guidance system of the future.

SIGI. One of the more innovative computer-based guidance systems is the System of Interactive Guidance and Information (SIGI), which was developed for use by community and junior college students by Educational Testing Service

(ETS) under the direction of Martin Katz (1969), and is being field tested during 1974-76 at selected colleges throughout the United States. As a part of the field test, a controlled experiment will test the hypothesis that there is a significant difference in the career decision processes of students utilizing the SIGI model compared to those using traditional counseling procedures. Outputs will be measured by student opinions and a panel of experts (Neasham, 1975).

SIGI is a program in which students interact with a computer to examine their own values, obtain and use relevant information, interpret predictive data, and formulate plans. Student-computer interaction is accomplished in a multiple-choice format, using a cathode-ray tube terminal consisting of a screen and an array of response keys which are connected to a computer. The primacy of individual values is emphasized as students are encouraged to explore their own awareness of the importance they attach to specific values; they are given the opportunity to make comparisons, have second thoughts, and make adjustments in the weights they have assigned to the values presented (Neasham, 1975). Thus the input is largely student-controlled and subject to continual revision. Concerning this process, Katz (1969:16) has stated:

> . . . the students' understanding of the factors involved in choice will help them to make effective, responsible occupational decisions.

SIGI includes four major subsystems: (1) Values; (2) Information; (3) Prediction; and (4) Planning. The core

of SIGI is the Values section, which defines a series of ten occupational values. The student evaluates and ultimately ranks each value as to its relative desirability in his own frame of reference. The Information section is divided into two parts: Locate and Compare. Locate enables students to discover which occupations correspond with their personal values; Compare provides answers to specific questions about any three occupations simultaneously. The Prediction section helps students assess their chances of success in preparing for each occupation being considered, and the Planning section includes exercises through which students consider the educational and financial requirements and rehearse the steps necessary for entry. The emphasis is on the process of decision-making, rather than on the content of the decisions. Kroll (1975:1) emphasizes that:

> SIGI is intended not to supplant counselors but to complement and extend the interactions that students have with their counselors.

Summary

Increasingly sophisticated educational technology which makes possible (1) the storage, classification, and retrieval of masses of information almost instantaneously; (2) "time-sharing" of a single computer by many users simultaneously; and (3) interaction between the individual user and the computer, provides the potential for significant changes in career guidance.

Colleges have already begun to utilize computer technology to disseminate educational and occupational

information, gather data for curriculum planning and career guidance, update student records and chart student progress, and facilitate student research of career library materials.

Interactive guidance systems are in various stages of development. Super (1970) categorizes these systems into two general groups: pragmatic systems, which essentially perform tasks that are already understood and practiced by guidance personnel in well-staffed schools; and developmental decision-making systems, which attempt to computerize the process of career choice. Of the former, several systems are now usable in school, college, and community agency settings. Systems designated as ECES, CVIS, and TGISS, while still considered experimental and in need of further development, are operational. These systems are being utilized primarily at their original field-test sites, and require considerable adaptation for use in other locales. The Career Information System (CIS) provides occupational and educational information through an interactive computerized system to schools, colleges, and public agencies throughout the state of Oregon.

The effort to produce an operational developmental decision-making system is considered to offer more promise for improved career guidance, but the task is much more formidable. Development of the ISVD, a more complex system which attempted to create a complete decision-making environment through computerized interaction, was halted after three years of work when funding expired. Another system

which encompasses many elements of a complete decision-making process, SIGI, is being field-tested during 1974-76 at eight selected colleges throughout the nation.

Acceptance of computer assistance to guidance has been favorable in schools where it has been tried; fears of displacement of counselors and depersonalization of the counseling process have proved to be unfounded. Computer-assisted programs are intended to complement the work of the counselor and provide more time for personal interaction with students, rather than to replace personnel.

NEW ROLES FOR GUIDANCE PERSONNEL

The growing emphasis on developmental aspects of career guidance, the increasingly diversified human characteristics represented in college enrollments, and the advent of myriad technological innovations available to facilitate the guidance process have important implications for the future of community college career guidance. Staff roles, and indeed, program goals, seem destined to change.

Several years ago R. H. Shaffer (1970:130) posed the question, "Will student personnel work survive the 70's?" To this Terry O'Banion (1972b:270) replied, "Hopefully, not in the present form." O'Banion and others have reflected on the changes that will need to take place if student personnel work, including career guidance, is to occupy a professional position in future higher education.

Redefinition of Counseling Role

There is considerable emphasis in the literature regarding the need for a redefinition of the role of college counselor, especially in the area of one-to-one advising. Magoon (1973:177) calls attention to

> . . . the changing conception of the term counselor itself. It is not uncommon for the term to be viewed as synonymous with one-to-one or small group counseling interviewing. There is growing evidence, however, indicating that this very common and historic function is only part of counseling's defining properties.

Kauffman (1970:15) is even more emphatic:

> For too long we have been tyrannized by the non-directive, "professional," one-to-one, "make-an-appointment-to-see-me" syndrome in student personnel work.

And O'Banion (1972b:272) elaborates:

> . . . direct services, especially one-to-one counseling, will have lesser priority than other activities if the humanization of the educational process--and concomitantly, the survival of student personnel--is to occur. The future of student personnel is likely to be assured if the emphasis on services and individual counseling is replaced by an emphasis on the student personnel staff members' role in curriculum, instruction, and behavioral objectives.

Several factors appear to have contributed to the de-emphasis on individual counseling, especially in the area of career guidance. The numbers of students, combined with the spiraling numbers and types of occupational options, make it virtually impossible to provide accurate, up-to-date vocational information to all students on a one-to-one basis (Roberts, 1971:27). Moreover, the fact that dissemination

of career information can be accomplished through more effective and/or less expensive means (multimedia, para-professionals, individualized instructional units, career guidance classes, computer-assisted programs) has been amply demonstrated (Saffian, 1975), (Powell and McGuire, 1971-72), (Searles, 1971), (Davison, 1968). Of greater importance, however, is the need for counselors to apply their professional expertise in other areas, where their impact would ultimately afford more benefits to students.

Curriculum Development and Instruction

Counselors can serve as resource consultants in curriculum design and development to ensure that student needs, especially with respect to career preparation, are given high priority (Holland, 1966), (Frederickson and Vigneault, 1971). More specifically, counselors can design and teach courses in career planning and decision-making, vocational theory, college orientation, personal development, and community service (Dwight, 1975), (McGuire, 1973). Involvement of student personnel staff in classroom instruction would result in several corollary benefits: increased contact with students, strengthened communication with other faculty, and greater opportunity for accountability. Concerning faculty relationships, Herr (1970:69) notes:

> The needs of individual students and groups of students for more effective assistance in decision-making and vocational development give guidance practitioners at all levels a natural communications bridge with their professional colleagues in the instructional domain.

Counselors can promote the individualization of instruction to meet student needs by assisting instructors to write and provide for the accomplishment of affective as well as cognitive behavioral objectives. As Eisele (1973: 243) has pointed out:

> There tend to be many parallels between what has been called "developmental guidance" and teaching that attempts to recognize individual differences. . . . they both serve to provide learning opportunities that meet the needs of individual learners. . . . there is an important role for the counselor in programs that attempt to individualize instruction.

Agents for Institutional Change

Cooley (1970) has suggested that counselors should be concerned with facilitating the development of students' abilities, rather than with helping students make choices in terms of the abilities they now possess; with modifying the school to take into account the personality of the student, rather than trying to adjust students to the institution; with developing a guidance curriculum which provides students with planning and coping skills, rather than attempting to help students solve problems as they arise. Lynch and Montaba (1969) and Weinberg (1968) concur, urging counselors to become agents of reconstruction and change to make educational institutions more responsive to student needs. Cross (1973:80) compares the role of student personnel to Ralph Nader's role as consumer advocate:

> We should be the advocates for educational methods, programs, and procedures geared to

> the special needs of the new kinds of students seeking education in institutions traditionally geared to serve the academically elite.

In discussing Toffler's Future Shock (1970) and its implications for career guidance, Hoffman and Rollin (1972) suggest that contemporary attitudes toward life style and self-concept pose relevant questions for counselors and vocational theorists. The concept of occupational choice would seemingly require consistency or stability of awareness of both self and reality; these bases of choice become indistinct in the environment which Toffler projects. Thus,

> Transience, discontinuity, and novelty are affecting the decision-making processes now and will increasingly continue to do so in the future. . . . Transience needs to be reckoned with in any process of self-evaluation and decision-making (Hoffman and Rollin, 1972:96).

Federal funds are being used to support the concept of student personnel workers as agents of change (Malcolm, 1974). Since 1971, the U. S. Office of Education has supported programs to develop professional guidance workers who will function as change agents and to create an educational milieu which will support their efforts.

Other Professional Roles

Among other functions which "need professional expertise as distinguished from those that do not," Cross (1973:78) lists the training and supervision of peers and paraprofessionals, creation of group counseling programs, and research concerning student needs. A similar distinction is made by Holland (1966:96) in citing the need for

counselor involvement in work experience programs to supplement academic education:

> . . . the student might learn more about different vocations--and thereby make wiser vocational choices--if . . . counselors concentrated on coordinating the interaction of students, special work and curriculum experiences, and employed adults rather than on directly advising the student.

DeOrdio (1974:66) believes that it is imperative that counselors find the time to work "with faculty about student problems." He points out that:

> If faculty can become more sensitive to and aware of the processes of student development, much more will be accomplished than is possible in dealing directly with problems of students.

The expertise of professional guidance personnel is also needed to develop career and educational guidance materials which can be packaged for repeated use (Lewis, 1973); to develop outreach programs which can provide career and educational guidance for potential as well as enrolled "non-traditional" students (Whitfield, 1972); and to design evaluation techniques to measure the contribution of student personnel services to the area of career guidance and to the overall goals of the institution (Magoon, 1973).

Thus it can be seen that the need for well qualified student personnel workers will continue to exist, although traditional roles need to be redefined. Cross (1973:78) cautions that "counseling should not be the foundation on which student personnel work attempts to build a profession" and recommends, instead, the role of "student development expert," combining the various functions of diagnostician,

programmer, technologist, and behavioral scientist. Lewis (1973) predicts that staff evaluation of student personnel workers will indicate that some should be encouraged to "retool or relocate." Matson (1971:280, 281) adds that:

> The problem of finding staff able to assume leadership in the design and development of new programs and the remodeling of old programs is considerable.
>
> . . . it is essential that provision be made for in-service training and staff development opportunities. . . . All student personnel workers, regardless of previous training and experience, are in need of continual up-dating and retreading if the recharting process now under way is to realize its potential contribution to the two-year college.

Summary

The emphasis on developmental career guidance, the influx of large numbers of students with diverse needs, and the advent of educational technology have contributed to the need for a redefinition of the traditional role of college counselor. Most experts recommend that counselors de-emphasize one-to-one interviewing and focus instead on areas in which their professional expertise can make a greater contribution to student welfare: curriculum development and instruction; individualization of instruction; promotion of institutional change to provide more adequately for contemporary career and educational needs; training and supervision of paraprofessionals; designing of experiential vocational programs; working with faculty about student problems; development of career and educational guidance materials; establishment of outreach programs; and designing

evaluation techniques to measure the contribution of student personnel to career guidance and to the overall goals of the college.

The need for well qualified student personnel staff is expected to continue, especially with respect to staff who are capable of designing new programs and remodeling existing practices to meet current needs. Continuous in-service training and staff development programs are believed to be essential if student personnel is to retain a professional position in college life.

Chapter 3

DESIGN OF THE STUDY

The objectives of this study were: (1) to develop a model program for community college career guidance and (2) to focus specifically on ways to improve career guidance services at American River College in Sacramento, California.

To achieve the above objectives, the investigator: (1) assessed the characteristics of existing community college career guidance programs through a review of related literature and other information sources; (2) surveyed deans of guidance at 48 California community colleges to ascertain the status and desirability of various program characteristics; (3) similarly surveyed a panel of experts in community college career guidance, nominated by the deans of guidance; and (4) developed a model career guidance program, basing it on the input from these three sources. Special attention was given to computer-based guidance systems and other program characteristics which could be incorporated into a career center at American River College.

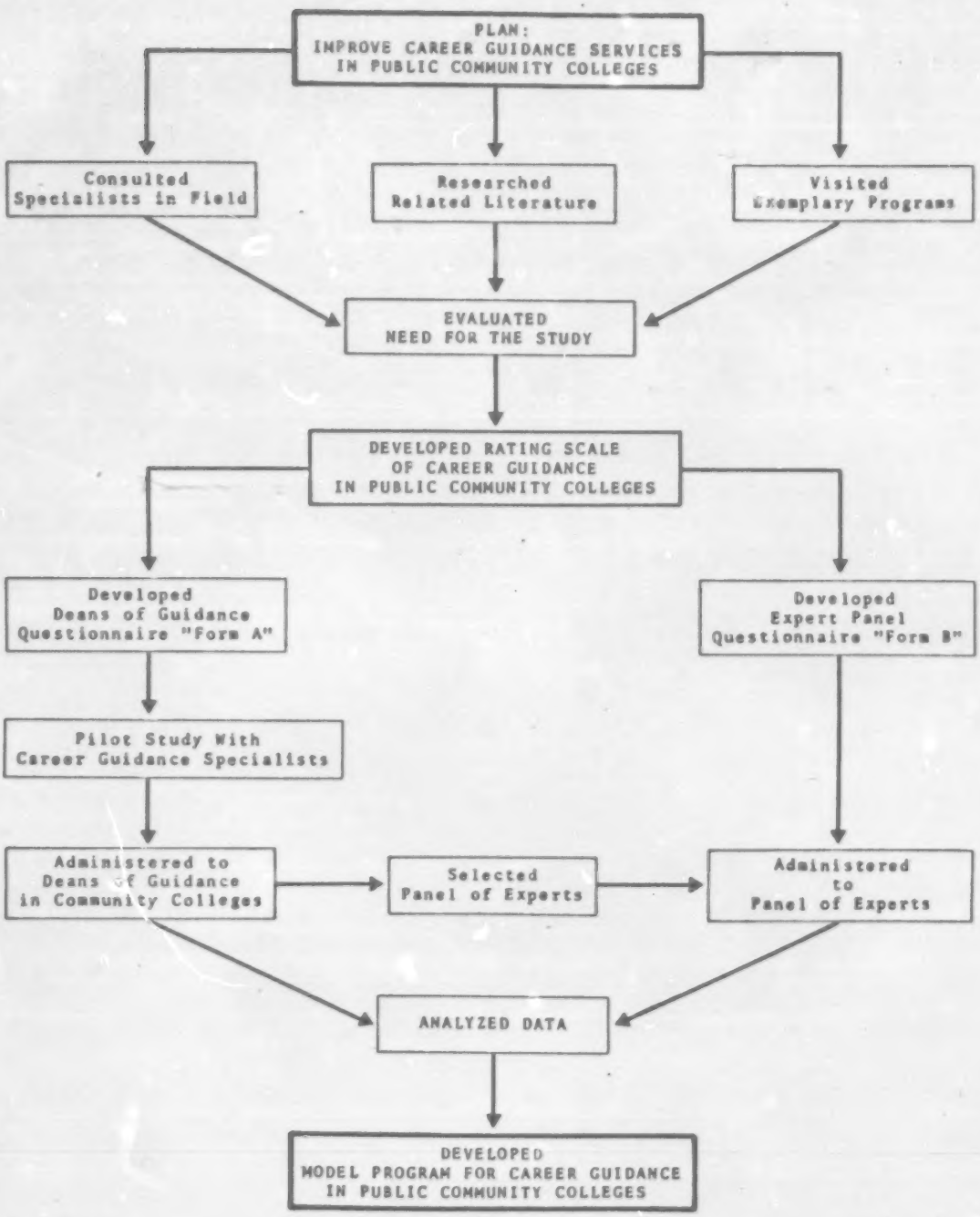
The primary data-gathering instrument used in this study was a Rating Scale of Career Guidance in Public Community Colleges, developed by the investigator. The

Rating Scale was designed to identify the characteristics which were prevalent in existing community college career guidance programs and which were viewed as desirable by practitioners and experts in the field.

Two forms of the Rating Scale were constructed: Form A (Appendix A) for deans of guidance, and Form B (Appendix B) for Expert Panel members. Forms A and B were virtually identical, but the directions in Form B were modified to reflect the broader perspective of the experts.

The Model Program for Career Guidance in a Public Community College was developed by selecting the characteristics considered most desirable by the respondents to the surveys. Responses from practitioners were considered primary data for construction of the Model; responses from Expert Panel members were analyzed in comparison with the practitioners' views, and major discrepancies were noted. The Model Program is a descriptive statement of what should comprise an ideal program, supplemented by information delineating existing career guidance programs in California public community colleges. It is intended to serve as a standard of reference for colleges planning or improving career guidance programs, rather than as a predictive paradigm.

The Model Program for Career Guidance was developed following the schematic design shown on page 73. The methodology employed in this study is discussed in greater detail in subsequent sections of this report.


PLAN:
IMPROVE CAREER GUIDANCE SERVICES
IN PUBLIC COMMUNITY COLLEGES
Consulted
Specialists in Field
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Related Literature
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EVALUATED
NEED FOR THE STUDY
DEVELOPED RATING SCALE
OF CAREER GUIDANCE
IN PUBLIC COMMUNITY COLLEGES
Developed
Deans of Guidance
Questionnaire "Form A"
Developed
Expert Panel
Questionnaire "Form B"
Pilot Study With
Career Guidance Specialists
Administered to
Deans of Guidance
in Community Colleges
Selected
Panel of Experts
Administered
to
Panel of Experts
ANALYZED DATA
DEVELOPED
MODEL PROGRAM FOR CAREER GUIDANCE
IN PUBLIC COMMUNITY COLLEGES

ASSESSMENT OF CURRENT PROGRAMS

Pertinent literature was reviewed to determine various characteristics and features of existing career guidance programs. Areas studied included theoretical concepts of career guidance, current trends in the field, computer-assisted guidance programs, and the changing roles of guidance personnel. This information was summarized, commonalities among programs were cited, and major trends noted. The data were then incorporated in the survey instrument used later in the study.

Information for use in development of the survey instrument was also obtained through visits to colleges recommended by the California Community College Chancellor's Office as having exemplary career guidance programs, and through informal interviews with professionals in career guidance.

SURVEY OF CALIFORNIA COMMUNITY COLLEGES

A survey was made to determine present characteristics and preferred or desired characteristics in the area of career guidance at each of a selected group of California public community colleges.

Sample

Colleges included in the survey were those with a student enrollment of 10,000 or more in September, 1974.

Statistics were obtained from the Office of the Chancellor of the California Community Colleges. The criterion of student enrollment was used to select colleges likely to have resources and limitations comparable to those at American River College, where the fall 1974 enrollment was 17,364 (10,127 day and 7,237 evening). Using this criterion, 48 community colleges were included in the sample.

The dean of guidance at each of the selected colleges was asked to respond to the survey instrument or to designate the person most involved with career guidance at that college to respond.

Instrument

The primary data-gathering instrument for this study was the Rating Scale of Career Guidance in Public Community Colleges, developed by the investigator (see Appendix). The Rating Scale was designed (1) to assess the characteristics of career guidance programs in operation at the respective colleges and (2) to ascertain the desirability of various characteristics which might be included in a model career guidance program.

Four guidelines for constructing questionnaires as fact-finding instruments (Schofield, 1972:189) were used:

> 1. Seek the minimum of information which is meaningful in the circumstances.
> 2. Ask questions which you are reasonably sure all respondents can answer.
> 3. Provide questions which can be answered by a clear yes or no . . . or by marking clear alternatives.
> 4. Omit any question which allows a biased answer.

Questions requiring a simple yes/no response were used to determine the prevalence of various characteristics in existing programs; a five-point Likert (1932) scale was utilized to obtain respondents' opinions concerning the relative desirability of each characteristic.

The Likert scale was used to measure respondents' opinions because it yields reliable scores (Shaw and Wright, 1967). According to this procedure, respondents were asked to rate items on a five-point scale from 5 = Highly Desirable to 1 = Highly Undesirable. Anastasi (1968) notes that items in an opinion survey of this type, where no global score is generated, can cover a topic because they do not have to be related to one specific aspect of the area in question.

The content validity of the survey instrument was considered to be satisfactory due to the procedures used in its construction. The following steps were taken:

1. An extensive pool of items representing various characteristics of community college career guidance programs was compiled through evaluation of the literature, consultation with specialists in the field, and visits to colleges having exemplary career guidance programs.

2. Questionnaire items were appraised by a research consultant and selected colleagues. Irrelevant or ambiguous items were eliminated and a pilot instrument was designed with the assistance of research personnel at American River College.

3. The pilot instrument was submitted to ten community college staff members for review. The persons participating in the pilot study included a placement center director, an assistant dean of counseling, an assistant dean of occupational information, an assistant dean of research, two career placement/work experience counselors, a graduate student career guidance paraprofessional, and counselors representing three diverse community colleges.

4. Based on the results of the pilot study, new items were added and the wording of all items finalized.

The items listed at the conclusion of the foregoing procedures were considered to be representative of career guidance programs in public community colleges.

Two forms of the Rating Scale of Career Guidance in Public Community Colleges were developed. Form A (Appendix A), used to survey deans of guidance, was comprised of three parts. Part I contained 89 items grouped into four sections: Objectives, Services, Staff Roles, and Organizational Practices. Open-ended questions at the end of each subsection, providing the respondent an opportunity to suggest additional items, increased to 99 the number of items on the Rating Scale. For each item in Part I, the respondent was asked two questions:

1. Is the item included in the career guidance program at your institution? (Yes or No)

2. How do you rate the desirability of the item as a component of an ideal program for career guidance in a

public community college, using the following five-point scale? (5 = Highly Desirable . . . 1 = Highly Undesirable)

The development of an effective model depends on the accuracy of the investigator in assessing the problem. Ludwig (1973:59) asserts that the results of an opinion survey are appropriate for "preparing a new model." Priority information gathered from practitioners by the Likert scale allowed the investigator to select items which would comprise a model community college career guidance program. This was important since:

> A study of priorities will reveal concerns and disagreements among various groups of people as to what education ought to be doing. . . . knowledge of priorities might be useful in determining possible means for obtaining program goals (Grotelueschen and Gooler, 1971:10).

Part II of the Rating Scale (Form A) requested the respondents to nominate five experts whom they believed to be most knowledgeable regarding community college career guidance.

Part III requested demographic information about the person responding to the survey: position, age, number of years in present position, number of years at that college, number of years in student personnel work, and professional education degrees and majors. The respondent was also asked to indicate the name of the college represented.

Appreciation was expressed at the end of the questionnaire for the respondent's participation in the study.

Collection of Data

A packet of materials (Appendix A) containing a cover letter, an abstract of the study, Form A of the Rating Scale, and a stamped, addressed envelope was mailed on March 15, 1974, to the dean of counseling or comparable administrator at each of the 48 community colleges selected previously.

The cover letter explained the purpose of the survey, stated that participating institutions would not be identified and that they would receive an abstract of the study results, and asked the dean to respond or to designate an appropriate staff member to do so.

A letter expressing appreciation for a prompt response (Appendix A) was sent to each institution which responded within the requested deadline.

Approximately two weeks after the first mailing of the Rating Scale, a reminder letter (Appendix A) was sent to the institutions which had not yet responded. The letter noted the importance of their participation in the study and requested completion of the instrument at their earliest convenience.

On April 12, 1975, a final follow-up packet which included a cover letter (Appendix A), a stamped, addressed envelope, and a second Rating Scale, was sent to each of the institutions which had not yet responded. The letter emphasized the importance of each community college's response to the survey and again requested participation.

These procedures resulted in a return of 45 of the 48 Rating Scales (94 percent), denoting an unusually high interest in the study by respondents.

Treatment of Data

The statistical analysis employed in this study was developed in consultation with the investigator's advisor and research specialists at American River College. It was decided to use simple percentages and means to analyze the results of the Rating Scale of Career Guidance in Public Community Colleges.

The responses from the career guidance practitioners were considered primary data for this study because of the practitioners' current involvement in community college career guidance. Data obtained from Part I of the Rating Scale (Form A) were tabulated and reported as follows:

Responses to the first question, which asked whether the item was included in the career guidance program at the particular institution, were tallied and the percentage of implementation was obtained.

Responses to the second question, regarding the desirability of each item in an ideal career guidance program, were analyzed using two criteria: First, the combined percentages of practitioners viewing each item as either Desirable or Highly Desirable were computed. Second, values of 5 = Highly Desirable to 1 = Highly Undesirable were assigned to each response, and the mean desirability rating for each item was computed. The second

criterion was used to allow for the possibility of extreme differences of opinion among respondents with regard to a particular item, and to indicate the relative desirability of each item. Items were then categorized as essential for inclusion in the Model Program, desirable but not essential, or unimportant, following the procedure outlined below.

Critical levels required for inclusion of an item in a given category were established as follows:

All items which achieved a percentage of desirability of 80.0 percent or above and a mean desirability rating of 4.35 or above were considered essential for inclusion in the practitioners' Model Program.

Items receiving a percentage of desirability of 60.0 to 79.9 percent and a mean desirability rating of 3.35 to 4.34 were considered desirable, but not essential to the Model.

Items having a percentage of desirability of 59.9 or less and/or a mean desirability rating of 3.34 or below were considered unimportant for inclusion in the Model.

Items meeting one criterion for a given category, but not both, were placed in the lower classification.

The critical levels required for inclusion in the Model (percentage of desirability of 80.0 percent and mean desirability rating of 4.35) were selected because it was felt that these levels would reflect agreement by almost all respondents that those items should be part of the Model.

The rating of 4.35 was chosen as the critical level over the perfect rating of 5.00 because of the tendency of respondents in opinion surveys of this type not to mark extreme categories on Likert-type scales (Ludwig, 1973).

Responses to Part II of the Rating Scale, which requested that respondents nominate five persons to serve as Expert Panel members, were tallied and nominees were listed in the order of frequency mentioned.

Finally, the demographic information obtained in Part III of the Rating Scale (Part A) was tabulated and reported in means and percentages to draw a profile of the respondents to the Rating Scale.

SURVEY OF PANEL OF EXPERTS

A practitioner-nominated panel of experts in career guidance was asked to respond to the Rating Scale of Career Guidance in Public Community Colleges (Form B).

Selection of Panel Members

The seven individuals nominated most frequently by career guidance practitioners were invited to serve as Expert Panel members. They included:

1. Mr. Lewis Camillucci, Dean of Students, Moorpark College, Moorpark, California.

2. Ms. Patricia Cook, Counselor, Cerritos College Norwalk, California.

3. Mr. James Garmon, Director of Career Guidance, Orange Coast College, Costa Mesa, California.

4. Dr. Thomas Jacobson, Director, Pupil Personnel Services, Grossmont Union High School, La Mesa, California.

5. Ms. M. D. Jones, Director, Career Guidance Center, Los Angeles Harbor College, Wilmington, California.

6. Dr. Neal Rogers, Dean, Counseling and Guidance, Santa Ana College, Santa Ana, California.

7. Mr. Art Wood, Director, Career Planning Center, Cypress College, Cypress, California.

Instrument

The data-gathering instrument used to survey the panel of experts was the Rating Scale of Career Guidance in Public Community Colleges, Form B (Appendix B). This form of the Rating Scale differed from Form A only in the following respects:

1. In Part I, the first question was changed to read: "Is this item prevalent in community college career guidance programs generally?" The second question, regarding desirability of the item, remained the same.

2. No request was made for nomination of persons to serve as Expert Panel members.

3. The request for demographic information was expanded slightly to elicit additional data regarding the respondent's background and expertise in career guidance.

Since Form B of the Rating Scale was simply a modified version of Form A, it was concluded that Form B shared the content validity established for Form A and that no further validation was required.

Collection of Data

A packet of material (Appendix B) containing a cover letter, an abstract of the study, Form B of the Rating Scale of Career Guidance in Public Community Colleges, and a stamped, addressed envelope was sent to each member of the practitioner-nominated panel of experts approximately six weeks after the initial mailing of Form A of the Rating Scale. All Expert Panel members returned completed questionnaires.

Treatment of Data

Analysis of responses from Expert Panel members followed the same procedures used to analyze responses from practitioners. Data obtained from Part I of the Rating Scale (Form B) were tabulated and reported as follows:

Responses to the first question, which asked whether the item was prevalent in community college career guidance programs generally, were tallied and the percentage of estimated implementation was obtained.

Responses to the second question, regarding the desirability of each item in an ideal program, were analyzed following the procedures used with the practitioners' data to determine the percentage of desirability and the mean desirability rating for each item.

Ratings given to the various items by Expert Panel members were compared with ratings given by practitioners, and any major discrepancies were discussed.

The demographic information obtained in Part II of the Rating Scale (Form B) was tabulated and reported in means and percentages to draw a profile of the Expert Panel members participating in the survey.

THE MODEL PROGRAM FOR CAREER GUIDANCE

Utilizing the statistical analyses of responses to the instruments used in this study, the researcher developed a model career guidance program which could serve the needs of a large public community college.

Items considered essential by responding practitioners, using the selection criteria previously described, were included in the Model Program. Results of the survey of Expert Panel members were compared with the data from practitioners, and discrepancies were discussed.

Characteristics of the Model Program are grouped into four sections: Objectives, Services, Staff Roles, and Organizational Practices. To determine the relative importance of each item, as viewed by practitioners, a "combined desirability rating" was developed to rank the order of items within each section. The combined desirability rating was obtained by multiplying the product of the mean desirability and the percentage of desirability by ten. This method placed both dimensions on a single rating scale and allowed for ease in ranking.

An abstract of the study results was sent to participating institutions and is available to other college

administrators who wish to inaugurate career guidance programs or to improve existing programs.

CAREER GUIDANCE AT AMERICAN RIVER COLLEGE

The special needs of American River College in the area of career guidance were of concern to the investigator throughout this study. Following the development of the Model Program described above, recommendations were made for the utilization of program components in developing a career center at American River College.

SUMMARY

The objectives of this study were: (1) to develop a model program for community college career guidance and (2) to focus specifically on ways to improve career guidance services at American River College in Sacramento, California.

To achieve the above objectives, the investigator: (1) assessed the characteristics of existing career guidance programs through a review of related literature and other information sources; (2) surveyed deans of guidance at 48 California community colleges to ascertain the status and desirability of program characteristics; (3) similarly surveyed a panel of experts in community college career guidance, nominated by the deans of guidance; and (4) developed a model career guidance program, basing it on the

input from these sources. Special attention was given to computer-based guidance systems and other program characteristics which could be incorporated into a career center at American River College.

The data-gathering instrument used in this study was a Rating Scale of Career Guidance in Public Community Colleges, developed by the investigator. Completed Rating Scales were received from 45 colleges (94 percent of those surveyed) and from seven (100 percent) of the Expert Panel members.

The Model Program for Career Guidance in Public Community Colleges constructed as a result of this study includes the characteristics (objectives, services, staff roles, and organizational practices) viewed as essential components of a community college career guidance program. The Model was developed from the statistical analyses of responses to the survey instrument.

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

The data for this study consisted of responses from two groups to a Rating Scale of Career Guidance in Public Community Colleges, developed by the investigator.

The first group, referred to as practitioners, comprised the deans of guidance, or persons designated by them, at 48 California community colleges having an enrollment of 10,000 or more in the fall of 1974. Forty-five of the practitioners (94 percent) returned completed Rating Scales.

The second group, referred to as Expert Panel members, consisted of the seven individuals nominated most frequently by the practitioners as being knowledgeable in the field of community college career guidance. All seven (100 percent) of the Expert Panel members returned completed Rating Scales.

PROFILE OF RESPONDENTS TO THE STUDY

Respondents to this study were asked to provide demographic information with respect to their professional position; number of years in present position, years at the college, and years in student personnel work; age; and professional education.

Table 1 presents the data regarding the positions held by individuals responding to the Rating Scale. Of the 45 completed questionnaires received from practitioners, 26 were completed personally by the dean of guidance or comparable administrator, and 19 were referred to career specialists or counselors. The Expert Panel included four administrators and three career specialists.

Table 1

Respondents' Professional Positions

Position	Practitioners	Expert Panel	Total
Dean of Guidance	26	4	30
Career Specialist	12	3	15
Counselor	7	0	7
Totals	45	7	52

Data concerning the respondents' years of experience are shown in Table 2. These data indicate that the modal practitioner responding to this study has held his or her present position for five years or less, has been at the present college between six and ten years, and has been involved in pupil personnel work for about 15 years. Corresponding data for Expert Panel members show the modal number of years in present position to be five or less; years at this college, five or less; and years in student personnel work, six to ten.

Table 2

Respondents' Years of Experience

Years	In Present Position		At This College		In Student Personnel	
	Pract.	EP	Pract.	EP	Pract.	EP
1 - 5	28	6	11	4	4	1
6 - 10	12	1	20	2	12	3
11 - 15	4	0	5	1	12	1
16 - 20	3	0	1	0	11	0
21 or more	0	0	8	0	6	1
Totals	45	7	45	7	45	7

Table 3 presents the data concerning respondents' age groups. The modal practitioner responding to this study is age 50 or older, while the modal Expert Panel member is between 30 and 39 years of age.

Table 3

Respondents' Age Groups

Respondents	29/less	30 - 39	40 - 49	50/over
Practitioners	2	7	17	19
Expert Panel	0	4	2	1

Responses with respect to professional education of respondents revealed a wide variety of undergraduate and graduate majors. Virtually all respondents have earned the master's degree; nine of the practitioners and two Expert

Panel members have completed the doctorate, and one in each group is a doctoral degree candidate.

The two groups responded to questions concerning the characteristics which should comprise a model program of career guidance in a public community college, and also provided information with respect to implementation of the various characteristics in existing career guidance programs. This chapter presents the responses in percentages and arithmetic means, comparing practitioner and Expert Panel ratings of each item, together with the data regarding implementation.

CAREER GUIDANCE PROGRAM CHARACTERISTICS

Part I of the Rating Scale contained 89 potential program characteristics, presented in four sections: Objectives, Services, Staff Roles, and Organizational Practices. Open-ended questions at the end of each subsection, providing respondents an opportunity to suggest additional items, increased the total to 99 items.

For each item, respondents were asked to (1) indicate whether the item was implemented at the college in question (practitioners) or in general (Expert Panel); and (2) rate the item as to its desirability in a model program of career guidance, using a five-point Likert scale.

The responses to each item were interpreted in terms of percentage of desirability, mean desirability, and percentage of implementation. The percentage of desirability

indicated the number of respondents marking the item Highly Desirable or Desirable, divided by the total number of responses to that item. The mean desirability rating was the numerical average of the desirability scale responses for each item, determined by assigning individual responses a value of from 5 = Highly Desirable to 1 = Highly Undesirable, and dividing the sum of the weighted responses by the total responses to that item. The percentage of implementation reflected the number of respondents indicating an item was part of their program, divided by the total responses to that item. An item having a high degree of desirability and a low percentage of implementation represents a recognized need that is not being met.

To determine the relative importance of the Rating Scale items, the following critical levels of acceptance were established:

1. Essential - Percentage of desirability of 80.0 to 100.0 percent and mean desirability of 4.35 to 5.00.

2. Desirable, but not essential - Percentage of desirability of 60.0 to 79.9 percent and mean desirability of 3.35 to 4.34.

3. Unimportant - Percentage of desirability of 59.9 or less or a mean desirability of 3.34 or below.

Items achieving the critical level on one criterion, but not both, were placed in the lower category.

The Rating Scale items are presented and analyzed under the following sections: Objectives, Services, Staff

Roles, and Organizational Practices. Items within each section were classified as essential for inclusion in the Model, desirable but not essential, or unimportant, on the basis of practitioner ratings; Expert Panel ratings were computed for purposes of comparison. Item descriptions were sometimes paraphrased for presentation in the tables; the Rating Scale in Appendix A contains complete wording. The items suggested in response to the open-ended questions at the end of each subsection are summarized in Appendix C.

Objectives

Of the ten potential objectives listed in Section A of the Rating Scale, the practitioners considered seven to be essential components of a model career guidance program (Table 4). These objectives included teaching career planning as a developmental process and examination of values and life styles prior to career selection (Items 3 and 4); familiarizing students with career guidance resources and enhancing their decision-making skills to permit realistic yet self-fulfilling career choices (Items 2, 5, 6, and 7); and helping students plan their academic programs (Item 8).

Each of the above objectives ranked well above the critical level required for inclusion in the essential category; the minimum percentage of desirability for all items was 89 percent or above. Expert Panel members agreed with these evaluations, giving all items except No. 6 percentage of desirability ratings of 100 percent. Concerning

Table 4

Desirability and Implementation of
Career Guidance Program Objectives

Item*	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
ESSENTIAL TO THE MODEL:						
2. To familiarize students with campus resources useful in career planning	93	4.65	100	4.85	93	100
3. To teach the art of career planning as a developmental process useful throughout one's lifetime	89	4.61	100	5.00	83	43
4. To assist students in examining their values and life style before selecting career goals	93	4.68	100	5.00	82	43
5. To help students select careers that will enhance their self-development	91	4.68	100	5.00	91	86
6. To enhance students' decision-making skills	98	4.77	86	4.71	95	43
7. To aid students in making realistic career choices	96	4.80	100	5.00	98	71
8. To help students plan their academic programs	89	4.48	100	4.57	98	86

*For complete wording of items, see Appendix A, Rating Scale.

Table 4 (continued)

Item	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
DESIRABLE, BUT NOT ESSENTIAL:						
1. To provide career guidance to prospective students before enrollment	77	4.09	71	4.28	67	28
9. To match available students with local and/or national manpower needs	62	3.69	71	3.86	48	14
10. To find jobs for students	73	4.02	86	4.00	63	57

implementation, however, there was no such consensus. At least 82 percent of the responding practitioners indicated that all of these objectives were included in the career guidance programs at their colleges, but with respect to Items 3, 4, and 6, only 43 percent of the Expert Panel members felt these were usually included.

Practitioners considered Items 1, 9, and 10 to be desirable, but not essential, in a model program for career guidance. Expert Panel members agreed with these rankings.

None of the objectives listed in Section A of the Rating Scale was considered unimportant by either group of respondents.

Services

Section B of the Rating Scale comprised 47 services which might be included in a model career guidance program, listed in five groups: career exploration, computer-assisted programs, testing, career guidance courses, and career placement.

Career exploration. The first subsection contained nine services related to career exploration (Table 5), of which only two were rated by practitioners as essential for the Model: individual counseling for exploring personal values and life styles (Item 12), and supervised work experience related to college major (Item 20). Both items were also rated essential by the Expert Panel, and a high degree of implementation was shown for both.

Table 5

Desirability and Implementation of
Career Exploration Services

Item	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
ESSENTIAL TO THE MODEL:						
12. Individual counseling	98	4.64	100	4.57	95	86
20. Supervised work experience	93	4.57	100	4.71	91	71
DESIRABLE, BUT NOT ESSENTIAL:						
13. Group counseling on careers	87	4.31	86	4.28	78	71
14. Career information disseminated through multimedia	77	4.11	71	4.71	75	86
15. Guest speakers discuss careers	76	4.13	100	4.43	79	100
16. Videotaped/recorded interviews with workers in field	64	3.68	71	4.00	36	43
17. List of workers to be interviewed	70	3.95	100	4.28	51	14
18. Visitations to observe workers	70	3.88	86	4.14	31	43
19. Self-directed instructional units on career planning	66	3.86	100	4.43	34	28

Seven items in this subsection were rated by the practitioners as desirable, but not essential: Items 13, 14, 15, 16, 17, 18, and 19. Of these, the Expert Panel rated essential the practice of inviting guest speakers to discuss various careers (Item 15) and development of self-directed instructional units on career planning (Item 19). The Expert Panel agreed with the practitioners that the other five items were desirable, but not essential, in a model program. Implementation of these services in existing programs, according to the practitioners, ranges from 31 to 79 percent. One of the least implemented is Item 19, which Expert Panel members rated essential. No items in this subsection were considered unimportant.

Computer-assisted guidance programs. Table 6 shows the responses received for the twelve items potentially available through computer-assisted guidance programs. Of these, practitioners rated four as essential in a model program: instant delivery of up-to-date occupational information upon request (Item 25); identification of careers which satisfy values selected as important by student (Item 26); description of education and/or training required for various careers (Item 28); and analysis of various alternatives available for implementing career choice (Item 31). Expert Panel members concurred with these rankings, giving even higher ratings to each item.

Eight items in this subsection received ratings of desirable, but not essential, from the practitioners. Six

Table 6

Desirability and Implementation of Computer-Assisted Services

Item	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
ESSENTIAL TO THE MODEL:						
25. Instant delivery of up-to-date occupational information upon request	92	4.50	100	4.71	1	14
26. Identification of careers which satisfy values important to student	89	4.47	100	4.85	2	14
28. Description of education and/or training required for various careers	92	4.54	100	4.71	2	0
31. Analysis of various alternatives available to implement career choice	89	4.48	100	4.85	17	14
DESIRABLE, BUT NOT ESSENTIAL:						
22. Opportunity for individualized, self-paced career exploration	74	4.00	100	4.28	7	0
23. Opportunity to learn and practice steps in systematic career planning	82	4.18	100	5.00	7	28
24. Active participation in career exploration process, with immediate feedback	79	4.23	100	4.85	1	14

99

Table 6 (continued)

Item	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
DESIRABLE, BUT NOT ESSENTIAL (continued):						
27. Comparison of characteristics of several occupations simultaneously	84	4.21	100	4.71	1	0
29. List of agencies or institutions offering training or education needed for careers being considered	84	4.29	100	4.57	2	14
30. Prediction of probable success in school and/or in various occupations, based on data from student's record	61	3.63	100	4.85	8	14
32. Comparison of distinctive curricula and characteristics of various educational institutions	68	3.91	86	4.43	17	28
33. Current data and/or printout regarding major programs of study	89	4.27	57	4.00	19	28

100

of these (Items 23, 24, 27, 29, 30, and 32) were rated essential by the Expert Panel (five received percentage of desirability ratings of 100 percent and mean desirability ratings of 4.57 to 5.00). These items involved procedures which would actively involve students in analyzing and comparing career-related data and utilizing the information in a systematic process of career planning.

Implementation of services listed in this subsection was shown as uniformly low, reflecting the fact that few colleges had operational computer-assisted career guidance programs at the time of this survey. However, several respondents added written comments stating that some of the services listed were available to students through personal contact with staff members.

Testing. Only two items concerning testing were rated essential by the practitioners: interest inventories (Item 35), and test interpretation by qualified personnel (Item 42, Table 7). Provision for administering aptitude, achievement, personality, and occupational/vocational skills tests (Items 36, 37, 38, and 41) was considered essential by Expert Panel members; however, practitioners rated these items as desirable but not essential. Both groups agreed that local college placement tests (Item 40) would be desirable, but not essential, and that intelligence tests (Item 39) were unimportant for the Model.

The two items considered most important in this subsection (Items 35 and 42) are implemented in almost all

Table 7

Desirability and Implementation of Testing Services

Item	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
ESSENTIAL TO THE MODEL:						
35. Interest inventories	91	4.40	100	4.71	100	100
42. Test interpretation by qualified personnel	98	4.86	100	5.00	98	100
DESIRABLE, BUT NOT ESSENTIAL:						
36. Aptitude tests	79	4.16	100	4.57	91	71
37. Achievement tests	70	3.81	86	4.43	66	86
38. Personality tests	65	3.81	100	4.57	82	71
40. Local college placement tests such as English, mathematics, chemistry, etc.	64	3.72	86	4.28	86	71
41. Occupational/vocational skills tests	76	3.88	100	4.43	58	43
UNIMPORTANT TO THE MODEL:						
39. Intelligence tests	50	3.28	57	3.85	86	71

the colleges responding to the survey (100 percent and 98 percent, respectively). It is of interest to note that while only 50 percent of the practitioners rated intelligence tests (Item 39) as Desirable or Highly Desirable, 71 percent indicated that such tests are included in their programs.

Career guidance courses. Of the eleven potential course characteristics listed in this subsection, six were rated essential by both practitioners and Expert Panel members (Table 8). These responses indicated support for the concept of career planning as an on-going process in which personal values and life styles should be explored before career choices are made (Items 46 and 47); the development of skills in decision-making, use of information sources, and job search strategies (Items 48, 49, and 50); and the need to offer career guidance courses for academic credit (Item 44).

Concerning the need for having the class taught by certificated staff (Item 45), there was a lack of consensus. Expert Panel members rated this item essential (4.85 mean desirability and percentage of desirability, 100); practitioners ranked it in the upper range of the desirable but not essential category (4.30 mean desirability; percentage of desirability, 9[illegible]). In view of the fact that offering the course for academic credit was rated essential by both groups, it would seem that this item should be added to the

Table 8

Desirability and Implementation of Career Guidance Course Components

Item	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
ESSENTIAL TO THE MODEL:						
44. Offered for academic credit	88	4.59	100	4.85	91	100
46. Explore personal values and life styles before considering career choice	95	4.68	100	5.00	91	57
47. Emphasize developmental aspect of career planning as on-going process	93	4.76	100	5.00	89	86
48. Develop techniques of decision-making as related to career planning	95	4.72	100	5.00	89	71
49. Provide experience in using sources of occupational information	95	4.65	100	4.57	95	100
50. Develop "job search strategies" (mock interviews, resumes, etc.)	88	4.47	100	4.71	77	86
DESIRABLE, BUT NOT ESSENTIAL:						
45. Taught by certificated staff	90	4.30	100	4.85	95	100
54. Offered only as electives	78	4.02	78	4.57	88	71

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Table 8 (continued)

Item	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
UNIMPORTANT TO THE MODEL:						
51. Focus primarily upon selection of a major program of study	38	3.09	43	3.28	32	71
52. Required of all students	27	2.55	14	2.43	7	0
53. Required for all students not declaring a major	35	2.80	43	3.00	0	0

essential category, since California law requires that credit courses be taught by certificated staff. A high degree of implementation was indicated for all these items.

Both practitioners and Expert Panel members soundly rejected the idea of requiring the course for all students (Item 52) or for students not declaring a major (Item 53), and they disapproved of having the course focus primarily upon selection of a major program of study (Item 51). Mean desirability ratings for these items ranged from 2.43 to 3.28, and percentage of desirability ranged from 14 to 43 percent.

Career placement. Respondents' opinions concerning career placement services are indicated in Table 9. Three services were rated essential by practitioners: assistance in finding part-time employment while in school, assistance in finding full-time employment upon leaving school, and systematic follow-up of former students regarding their employment success and satisfaction (Items 59, 60, and 61). Expert Panel members gave strong support to these services, and rated three additional items essential: academic credit for work experience, on-campus interviews by employers, and feedback of information to instructors, counselors, and curriculum committee (Items 56, 58, and 62). These items, as well as Item 57, clearinghouse for placement of volunteers in community service, were rated desirable but not essential by practitioners.

Table 9

Desirability and Implementation of
Career Placement Services

Item	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
ESSENTIAL TO THE MODEL:						
59. Assistance in finding part-time employment while in school	98	4.67	100	4.85	89	86
60. Assistance in finding full-time employment upon leaving school	88	4.53	100	5.00	70	71
61. Systematic follow-up of former students regarding employment, etc.	93	4.48	100	5.00	36	14
DESIRABLE, BUT NOT ESSENTIAL:						
56. Academic credit for occupational and/or general work experience	79	4.18	100	4.57	93	86
57. Clearinghouse for placement of volunteers in meaningful community service	67	3.81	86	4.28	50	28
58. On-campus interviews by employers	84	4.15	86	4.43	61	71
62. Feedback of information to instructors, counselors, curriculum committee	88	4.25	100	4.85	44	28

Data regarding Item 61 (systematic follow-up) reveal a definite unmet need in the area of career placement. Both groups rated this item as essential; yet practitioners indicated only 36 percent implementation, and Expert Panel members estimated a much lower 14 percent.

Staff Roles

Section C of the Rating Scale listed nineteen roles or functions related to career guidance which might be performed by counselors, instructors, or paraprofessionals.

Counselors. Table 10 reveals that respondents to this survey had rather divergent views of the functions which should be performed by counselors. Of the eight roles suggested, only two were rated essential by both groups: facilitating career counseling groups (Item 64), and teaching part-time in areas such as career exploration, human development, orientation, and study skills (Item 66). Both groups also agreed that the practice of counseling students in specific majors (Item 71) was unimportant for the Model, although responses indicated that this practice is being implemented in 64 percent of the colleges represented in the survey.

Aside from these three areas of agreement, the data reveal several contrasts which should be noted. A comparison of Expert Panel responses to Items 65 and 66 discloses an apparent contradiction: Item 65 suggests that counselors be assigned full-time to counseling, with no classroom

Table 10

Desirability and Implementation of Counselor Staff Roles

Item	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
ESSENTIAL TO THE MODEL:						
64. Facilitate career counseling groups	91	4.61	100	4.71	73	57
66. Teach part-time in areas of career exploration, human development, etc.	86	4.40	100	4.57	87	100
DESIRABLE, BUT NOT ESSENTIAL:						
65. Are assigned full-time to counseling	62	3.62	100	4.71	60	71
67. Work primarily on a one-to-one basis	73	3.97	71	3.43	95	71
68. Serve as resource persons for careers in the "helping professions"	82	4.13	86	3.86	87	86
70. Serve as "generalists" (provide academic/career/personal as needed)	67	3.86	43	3.43	84	86
UNIMPORTANT TO THE MODEL:						
69. Specialize in particular areas of guidance (career/academic/personal)	58	3.74	86	4.43	51	57
71. Counsel students in specific majors	51	3.28	57	3.28	64	86

teaching, and Item 66 suggests that they teach part-time in the areas previously listed; yet, Expert Panel members gave both items a percentage of desirability of 100 and an overall rating of essential. Two possible explanations for this apparent conflict would seem to be: (1) In the view of many career guidance experts, teaching in the areas mentioned is considered to be such an integral part of counseling that no dichotomy would be assumed from the wording of the items. In this context, classroom teaching --as opposed to counseling--would mean teaching in other subject areas. The fact that all Expert Panel members (100 percent) indicated they believed Item 66 was usually implemented would appear to support this conclusion. (2) Item 65 happened to be printed at the bottom of one page of the Rating Scale, with Item 66 at the top of the next page. In these circumstances, it is possible that some respondents did not notice the relationship between the two items.

A strong difference of opinion can be seen between practitioners and Expert Panel members with respect to Item 69, which suggests that counselors specialize in particular areas of guidance (career/academic/personal), and Item 70, which suggests that they serve as "generalists," providing all types of counseling to each student as needed. Practitioners rated Item 69 unimportant, with a percentage of desirability of only 58 percent; Expert Panel members rated the same item essential (percentage of desirability, 86 percent; mean desirability, 4.43). On the other hand,

practitioners rated Item 70 desirable, but not essential, and Expert Panel members rated the same item unimportant (percentage of desirability, only 43 percent). Thus, Expert Panel members showed a strong preference for specialization among counselors with respect to types of counseling, while practitioners showed a less decided preference for having counselors serve as generalists. Both groups indicated that within existing programs, counselors typically serve as generalists (84 to 86 percent implementation of Item 70).

One other point of interest in this subsection concerns the practice of having counselors work primarily on a one-to-one basis with students (Item 67). Although this item is rated merely desirable, but not essential, by both groups of respondents, the indicated percentage of implementation by practitioners is the highest among items in this group (95 percent).

Instructional staff members. Table 11 presents the comparison of practitioner and Expert Panel ratings of the career guidance functions suggested for instructional staff members. Both groups considered it essential that teachers provide career guidance related to their areas of expertise when requested to do so (Item 73), and that they relate their subject area to career fields through classroom instruction (Item 76). Practitioners also felt that having instructional staff serve as resource persons regarding careers in their field (Item 75) was essential; Expert Panel

Table 11

Desirability and Implementation of Instructional Staff Roles

Item	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
ESSENTIAL TO THE MODEL:						
73. Provide career guidance related to their area of expertise when requested by student or counselor	89	4.51	100	4.71	82	71
75. Serve as resource persons regarding careers in their field and/or recommend experts to do so	89	4.51	86	4.43	79	71
76. Relate their subject area to career fields through classroom instruction	87	4.37	100	4.57	64	43
UNIMPORTANT TO THE MODEL:						
74. Are assigned as advisors to students majoring in their subject areas	53	3.34	57	3.57	32	14

members rated this item desirable, but not essential (their mean desirability rating of 4.28 was slightly under the critical level required for rating as essential).

The practice of assigning instructors as advisors to students majoring in their subject area (Item 74) was supported by a slight majority of respondents in both groups; however, when measured against the critical levels established for data in this study, the item was ranked unimportant to the Model.

Practitioner responses indicated that for each item in this subsection, the percentage of implementation was less than the percentage of desirability. This was especially true of Item 76, which received percentage of desirability ratings of 87 and 100, respectively, from practitioners and Expert Panel members, but is implemented at only 64 percent of the colleges in the survey. Only 43 percent of the Expert Panel members believed this practice was typical.

Paraprofessionals. Of seven potential roles for paraprofessionals, practitioners responding to this survey ranked only one essential to the Model: assisting in dissemination of career and occupational information (Item 78, Table 12). Expert Panel members agreed that this item is essential, and rated four additional items in the same category: helping with multimedia equipment, orientation programs, test administration, and clerical tasks (Items 79,

Table 12

Desirability and Implementation of Paraprofessional Roles

Item	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
ESSENTIAL TO THE MODEL:						
78. Assist is disseminating career and occupational information	93	4.58	100	4.85	67	86
DESIRABLE, BUT NOT ESSENTIAL:						
79. Assist students in operation of multimedia equipment	82	4.02	100	4.85	58	86
80. Assist in orientation programs	78	4.21	100	4.85	53	71
82. Assist in test administration	70	4.02	100	4.71	51	71
83. Perform clerical tasks related to career guidance	76	4.02	86	4.57	64	100
84. Serve as co-facilitators in group counseling sessions exploring values and life styles related to careers	62	3.76	71	4.00	26	28
UNIMPORTANT TO THE MODEL:						
81. Assist in academic advising	52	3.32	71	4.00	35	43

80, 82, and 83), giving the first three of these percentage of desirability ratings of 100 and mean desirability ratings of 4.71 to 4.85).

Expert Panel members felt that using paraprofessionals to assist in academic advising was desirable, but not essential (percentage of desirability, 71; mean desirability, 4.00). While this view was supported by a slight majority of practitioners, their responses to this item were not sufficiently positive to rank it in the desirable category according to the critical levels established for this study; therefore, it was rated unimportant for the Model.

With respect to every item in this subsection, the indicated degree of implementation was well below the desirability rating of the item. Furthermore, Expert Panel members estimated a higher degree of implementation for every item than was actually the case according to practitioner responses.

Organizational Practices

Table 13 illustrates a strong consensus among practitioners and Expert Panel members regarding the organizational practices listed in Section D of the Rating Scale. Of thirteen potential practices, eleven were strongly rated as essential to the Model. These items are concerned with involving representatives of all constituent groups of the college community in planning and implementing a career

Table 13

Desirability and Implementation of Organizational Practices

Item	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
ESSENTIAL TO THE MODEL:						
86. Involve administrators, counselors, teachers, students, community representatives in planning career guidance program	93	4.56	86	4.43	57	28
88. Regular in-service training in career guidance for counselors and instructors	93	4.69	100	4.85	27	28
89. Liaison with local high schools, Regional Occupational Programs, etc.	98	4.73	100	4.85	91	86
90. Liaison with local business, industry, government and community agencies	93	4.55	100	4.85	75	71
91. Community representatives serve on vocational education advisory boards	93	4.75	86	4.57	98	86
92. Services available to all community members, whether or not enrolled	98	4.61	100	4.85	84	71
93. Services provided at times convenient for all (days, evenings, weekends, summer)	93	4.64	100	4.85	67	57

Table 13 (continued)

Item	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
ESSENTIAL TO THE MODEL (continued):						
94. All career guidance functions under the direction of a single administrator	83	4.48	100	4.71	53	57
95. All career guidance functions are coordinated to provide maximum service without duplication of effort	91	4.58	100	5.00	50	57
96. Functions of career guidance and academic advising are coordinated to complement each other	95	4.73	100	4.85	79	71
98. Effectiveness of career guidance program is evaluated regularly	98	4.70	100	5.00	45	43
DESIRABLE, BUT NOT ESSENTIAL:						
87. All staff members receive orientation training regarding career guidance program	86	4.33	86	4.57	18	28
97. Multimedia resources are coordinated by a professional educational technologist	77	4.16	71	4.00	35	57

guidance program (Items 86, 89, 90, and 91); offering services to all community members at convenient times (Items 92 and 93); coordination of career guidance services for optimum efficiency (Items 94, 95, and 96); in-service training for staff members (Item 88) and regular evaluation of program effectiveness (Item 98). In addition, the Expert Panel rated essential the practice of providing orientation training in career guidance to all staff members (Item 87).

Although these items received high ratings, many of the practices are not well implemented in existing programs. Practitioners reported that with respect to having career guidance functions under the direction of a single administrator (Item 94), coordinated to provide maximum service without duplication of effort (Item 95), and planned by a combination of school and community representatives (Item 86), implementation ranged between 50 and 57 percent. Regular in-service training for staff (Item 88) and program evaluation (Item 98) received very high ratings from both responding groups (percentages of desirability ranging from 93 to 100); yet, only 45 percent of the practitioners indicated their colleges have a regular evaluation program, and only 27 percent provide in-service training.

Item 93, which concerned providing career guidance services at times convenient for all, "including evenings, weekends, and during the summer," engendered a number of written comments indicating that responses applied to the item as written except for the word "weekends." Since some

respondents chose to revise the item to this extent, the actual degree of implementation of this item (indicated as 67 percent) is somewhat imprecise.

Practitioners and Expert Panel members agreed that coordination of multimedia resources by a professional educational technologist (Item 97) would be desirable, but not essential, in a model career guidance program. None of the suggested organizational procedures was considered unimportant for inclusion in the Model.

SUMMARY

Forty-eight deans of guidance (practitioners) at California community colleges and seven career guidance experts nominated by the practitioners were asked to respond to a Rating Scale of Career Guidance in Public Community Colleges, developed by the investigator. Completed Rating Scales were received from 45 of the practitioners (94 percent) and from all Expert Panel members (100 percent).

The two groups responded to questions concerning the objectives, services, staff roles, and organizational practices which should be included in a model career guidance program, and provided information with respect to implementation of the various characteristics in existing programs. The data were interpreted in terms of percentage of desirability, mean desirability, and percent of implementation. Critical levels of acceptance were established to classify the various characteristics as essential to the

Model, desirable but not essential, or unimportant. Data from practitioners were used to identify the essential components of the Model Program; data from the Expert Panel were analyzed according to the same criteria for purposes of comparison with practitioner responses.

This chapter has presented the data obtained from the surveys, including demographic information concerning the respondents.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

The purposes of this study were: (1) to develop a model program for career guidance in a large community college and (2) to focus specifically on ways to improve career guidance services at American River College in Sacramento, California.

To provide a basic frame of reference for the Model, a Rating Scale of Career Guidance in Public Community Colleges was developed by the investigator, based on a review of the literature, consultation with career guidance specialists, and visits to exemplary programs. The Rating Scale included objectives, services, staff roles, and organizational practices considered representative of current community college guidance programs, and sought to determine which items were essential to a model program and which were being implemented in existing programs.

The Rating Scale was sent to 48 deans of guidance (practitioners) at California community colleges with 10,000 or more enrollment, and to seven persons nominated by the practitioners to serve as an Expert Panel in the field of community college career guidance. Forty-five practitioners (94 percent) and all Expert Panel members (100 percent) returned usable Rating Scales.

The responses of the practitioners were considered primary data in the development of the Model. Responses from Expert Panel members were analyzed for comparison with practitioner responses. In constructing the Model Program, the degree of desirability of an item was more important than its implementation. Inclusion of an item in the Model was determined by practitioner ratings of the item on a five-point Likert scale, which yielded two statistical criteria: percentage of desirability (number of respondents marking an item Highly Desirable or Desirable, divided by total responses to that item); and mean desirability (the numerical average of weighted responses to each item). The data regarding implementation were computed to determine the percentage of responding institutions including a given item in their career guidance program. The following critical levels were established to classify items for inclusion in the Model:

1. Essential - Percentage of desirability of 80.0 to 100.0 percent and mean desirability of 4.35 to 5.00.

2. Desirable, but not essential - Percentage of desirability of 60.0 to 79.9 percent and mean desirability of 3.35 to 4.34.

3. Unimportant - Percentage of desirability of 59.9 or less or a mean desirability of 3.34 or below.

Each item was compared to these critical levels. Items achieving the critical level on one criterion, but not both, were placed in the lower category.

Items rated essential by practitioners, according to the critical levels described above, comprise the Model Program. For ease in ranking the relative desirability of each item, a "combined desirability rating" was obtained by multiplying the product of the mean desirability and percent of desirability by ten, thus placing both dimensions on a single rating scale.

CONCLUSIONS

Practitioners responding to the Rating Scale used in this study rated 41 items essential to the Model Program for Career Guidance in a Public Community College. Expert Panel members concurred, giving 37 of the 41 items even higher ratings than did the practitioners. Thus, the responses of the Expert Panel added the qualities of consensus and validity to the practitioners' responses. Furthermore, the Expert Panel rated 23 additional items as essential to a model program.

The objectives, services, staff roles, and organizational practices considered essential by respondents to the survey are presented in Table 14, ranked within each category in order of practitioners' combined desirability rating. While such ranking is informative, it is more important that each item was classified as essential to the Model Program. Expert Panel ratings are compared with those of the practitioners in the discussion which follows.

Table 14

Practitioners' Model Program for Career Guidance in a Public Community College

Item	Combined Desirability Rating
OBJECTIVES	
1. To enhance students' decision-making skills (6)*	46.75
2. To help students make realistic career choices (7)	46.08
3. To help students examine values and life styles before selecting career goals (4)	43.52
4. To familiarize students with campus resources useful in career planning (2)	43.25
5. To help students select careers that will enhance self-development (5)	42.59
6. To teach career planning as a developmental process useful throughout one's lifetime (3)	41.03
7. To help students plan their academic programs (8)	39.87
SERVICES	
Career Exploration	
1. Individual counseling for exploring personal values and life styles (12)	45.47
2. Supervised work experience related to college major (20)	42.50
Computer-Assisted Programs	
1. Description of education and/or training needed for various careers (28)	41.77

*For complete wording of items, see Appendix A.

( ) Rating Scale item number.

Table 14 (continued)

Item	Combined Desirability Rating
Computer-Assisted Programs (continued):	
2. Instant delivery of up-to-date occupational information upon request (25)	41.40
3. Analysis of various alternatives available to implement career choice (31)	39.87
4. Identification of careers which satisfy values selected as important to student (26)	39.78
Testing	
1. Test interpretation by qualified personnel (42)	47.63
2. Interest inventories (35)	40.04
Career Guidance Courses	
1. Develop techniques of decision-making as related to career planning (48)	44.84
2. Provide opportunity for exploring personal values, life style before choosing career (46)	44.46
3. Emphasize developmental aspect of career planning as an on-going process (47)	44.27
4. Provide experience using sources of occupational information (49)	44.18
5. Course offered for credit (44)	40.39
6. Develop "job search strategies" (resumes, mock interviews, application forms, etc.) (50)	39.34
Career Placement	
1. Help find part-time work during school years (59)	45.77
2. Systematic follow-up of former students regarding employment satisfaction, etc. (61)	41.66

Table 14 (continued)

Item	Combined Desirability Rating
Career Placement (continued):	
3. Help find full-time employment upon leaving school (60)	39.86
STAFF ROLES	
Counselor Roles	
1. Facilitate career counseling groups (64)	41.95
2. Teach part-time in human development, career exploration, orientation, etc. (66)	37.84
Instructional Staff Roles	
1. Provide career guidance in area of expertise as requested by student or counselor (73)	40.14
2. Serve as resource persons regarding careers in their field (75)	40.14
3. Relate subject area to career fields through classroom instruction (76)	38.02
Paraprofessional Roles	
1. Help disseminate career information (78)	42.59
ORGANIZATIONAL PRACTICES	
1. Maintain liaison with local high schools, Regional Occupational Programs, etc. (89)	46.35
2. Regular evaluation of effectiveness of career guidance program (98)	46.06
3. Services available to all community members whether or not enrolled (92)	45.18
4. Functions of career guidance and academic advising coordinated with each other (96)	44.94

Table 14 (continued)

Item	Combined Desirability Rating
ORGANIZATIONAL PRACTICES (continued):	
5. Community representatives serve on advisory boards for occupational education (91)	44.18
6. Regular in-service training in career guidance for counseling and instructional staff (88)	43.62
7. Services provided at times convenient for all (days, evenings, weekends, summer) (93)	43.15
8. Administrators, counselors, teachers, students, community representatives help plan career guidance program (86)	42.41
9. Maintain liaison with local business, industry, government and community agencies (90)	42.32
10. Career guidance functions coordinated to provide maximum service, no duplicated effort (95)	41.68
11. All career guidance functions directed by a single administrator (94)	37.18

Objectives

Practitioners and Expert Panel members concurred in rating the seven objectives listed in Table 14 as essential to the Model. In general, these objectives reflect the developmental approach to career guidance, with an emphasis on helping students to acquire the knowledge and decision-making skills they will need to make career decisions throughout their lifetime. The desirability of examining personal values and preferred life style prior to choosing

a career, and of selecting a career that will enhance self-development, is also recognized. Helping students plan their academic programs is a logical educational outgrowth of the career choice process, since it initiates implementation of the student's career plan.

Services

Practitioners rated seventeen services essential to the Model. Expert Panel members gave each of the seventeen items even higher ratings than did the practitioners, and rated an additional 23 services essential, as well.

Career exploration. Practitioners considered two exploratory activities essential to the Model: individual counseling and supervised work experience related to the student's major.

Within the framework of this study, the basic Model Program is determined by practitioner ratings; however, the researcher feels that three additional services deserve strong consideration by colleges wishing to initiate or improve career guidance programs. These include development of self-directed instructional units on career planning; inviting guest speakers, including former students, to come to the campus to discuss and/or be interviewed regarding their careers (both rated essential services by Expert Panel members); and tape recording or videotaping the guest appearances for future student use (rated desirable, but not essential, by both responding groups).

These additional services would considerably enhance a career guidance program and could be implemented at relatively little expense. Material for use in self-directed instructional units could be developed by career center staff, with appropriate released time, and reproduced by the college. Such units could be expanded to help students with their academic planning, as well.

With respect to guest speakers, persons in various occupations are often willing to visit college classes without charge to share their experiences with students. If this practice were coordinated through the career center, and especially if the interviews could be taped, more students could benefit from the expertise of the guest speakers. The cost of tape recording or videotaping the interviews would depend upon the availability of necessary equipment; if the college already owned such equipment, the cost of providing this valuable service would be minimal.

Computer-assisted programs. Of the twelve services listed on the Rating Scale as potentially available through computer assistance, practitioners rated four essential to the Model; Expert Panel members gave the essential rating to eleven. This difference could have resulted from the differing perspectives of the respondents: practitioners might have been more strongly influenced by the financial constraints of their institutional budgets, whereas Expert Panel members could reflect more objectively on the benefits

to be derived through the use of computer assistance in a model program.

The investigator believes that the potential advantages of computer assistance in career guidance are too great to be dismissed by planners simply on the basis of cost, or because of the fear that "machines will replace people" in the area of guidance. The first consideration is gradually being overcome: as systems are refined and put into mass use, and as institutions develop cooperative time-sharing arrangements, costs are coming within the reach of more and more colleges. This trend seems destined to continue. With respect to the second consideration, schools using computer-assisted programs consistently report increased demand for personal counseling services by students who are better able to benefit from the counseling interview.

The investigator recommends, then, that colleges wishing to initiate or improve career guidance programs give thoughtful consideration to the advantages to be derived from computer assistance. Information-delivery systems such as the statewide Computer Information System (CIS) operating in Oregon, and complete guidance systems such as the System of Interactive Guidance and Information (SIGI) being field tested at Pasadena (California) City College and elsewhere, should be carefully evaluated.

Testing services. The investigator agrees with the practitioners and the Expert Panel that the most important component of a testing program is the presence of qualified

personnel to interpret the tests that are given, and that the most useful tests in career guidance are the various interest inventories. Administration of other tests to measure aptitude, achievement, and occupational/vocational skills, and to determine recommended placement in certain college courses (all rated essential by the Expert Panel) would be helpful in career guidance; colleges considering establishing or expanding a testing program would need to weigh the advantages against the costs involved when selecting the tests to be included.

Career guidance courses. Practitioners and Expert Panel members agreed that the three most important elements suggested in the Rating Scale with respect to career guidance courses are the development of decision-making skills as they relate to career planning, provision for exploration of personal values and life styles before considering career choice, and emphasis on the developmental aspects of career planning as an on-going process. These characteristics are closely related to the objectives which respondents to the survey found most important. Courses should also include instruction and practice in the use of occupational information sources and the development of job search strategies such as résumés, application forms, and interview skills.

The investigator agrees with these evaluations, and with the respondents' view that career guidance courses

should be offered for academic credit. In the opinion of the investigator, one additional practice must be added to this group of essential characteristics: the course should be taught by certificated personnel. The Expert Panel also rated this item essential, and California Education Code requires it if credit is to be given for the course.

Career placement. Practitioners and Expert Panel members agreed that the three most important components of a model career placement service are assistance in finding part-time work while in school, full-time placement upon leaving school, and systematic follow-up of former students regarding employment, job satisfaction, and the like.

The investigator agrees with these ratings, and recommends implementation of two additional elements which would increase the value of the placement service without commensurate increase in cost: feedback of information to instructors, counselors, and curriculum committee, and the granting of academic credit for occupational and general work experience. Assuming the implementation of systematic follow-up procedures, the cost of sharing the information obtained with appropriate staff members would be negligible. The granting of academic credit for work experience would not only benefit students; it would also bring additional revenue to the college through increased average daily attendance (ADA). For these reasons, the investigator joins the Expert Panel in designating these two placement practices essential in a Model Program of Career Guidance.

Staff Roles

Nineteen possible career guidance functions for three staff groups were suggested in the Rating Scale. Of these, practitioners considered six to be essential to the Model; Expert Panel members selected twelve roles they considered essential.

Counselor roles. Since all respondents to this survey were experienced in student personnel work, it is interesting to note that the greatest divergence of opinion obtained from the Rating Scale occurred with respect to appropriate counselor roles in career guidance. Practitioners and Expert Panel members agreed that counselors should facilitate career counseling groups and teach part-time in such areas as career exploration, human development, orientation, study skills, and the like. Concerning other functions, there was less consensus.

On the basis of research completed for the present study, the investigator joins the Expert Panel in recommending a third role which might well be assumed by at least a portion of the counseling staff of any college: that of specializing in particular areas of guidance. The rapid changes taking place in contemporary society, together with the larger counselor:counselee ratios experienced in many colleges, make it increasingly difficult for an individual counselor to be "all things to all people," expecially in the area of career guidance. Several colleges responding

to this study reported that some of their staff members serve as generalists, and others specialize in particular areas of guidance. Perhaps this arrangement would provide maximum flexibility for utilizing the particular talents of various staff members.

Instructional staff members. The investigator concurs with the strong consensus shown between practitioners and Expert Panel members concerning instructional staff roles essential to the Model: providing career guidance related to their area of expertise when requested by student or counselor, serving as resource persons regarding careers in their field, and relating their subject area to career fields through classroom instruction. Fulfillment of these roles by classroom instructors will greatly enhance any college career guidance program.

Paraprofessional roles. Of the seven possible roles suggested for paraprofessionals, practitioners considered only one essential to the Model: dissemination of career and occupational information. The Expert Panel endorsed four additional roles, rating them firmly in the essential category. These four include assisting students in the operation of multimedia equipment, helping in orientation programs, assisting in test administration, and performing clerical tasks related to career guidance.

Pertinent literature reviewed in the course of this study supports the use of paraprofessionals to perform all

of the tasks listed above, and verifies the success of this concept through established research procedures. The investigator, therefore, considers the utilization of paraprofessional personnel to perform these tasks essential in a Model Program of Career Guidance, thus enabling counselors and other guidance workers to utilize their professional skills in such areas as curriculum development for career and occupational education, working with instructional staff to increase their participation in the career guidance program, and teaching courses in career exploration and human development.

Organizational Practices

Of the thirteen organizational practices described in the Rating Scale, practitioners rated eleven essential to the Model. Expert Panel members concurred with these ratings, and added one more to their essential category.

The respondents' rating of these practices as essential recognizes the need for participation by all segments of the college community in planning and implementing a comprehensive career guidance program. Liaison with community groups as well as input from students and staff are essential to the success of such a program. Career guidance services should be available to all members of the community regardless of enrollment status, and should be provided at times convenient for all. The Model Program calls for all career guidance functions to be directed by a single

administrator to provide maximum service without duplication of effort, and to be coordinated with academic advising functions as well. In-service training regarding career guidance is essential for both counselors and instructors, and systematic evaluation of program effectiveness is a requisite for long-term success.

The investigator recommends as essential one additional organizational practice which missed inclusion in the practitioners' Model Program by a small percentage point and was rated essential by Expert Panel members: orientation training for all staff members regarding the career guidance program. This is especially important at the time a program is initiated and/or when interest and support are desired from the instructional and classified staff.

Implementation

Implementation of an item was not a consideration in the construction of the practitioners' Model Program for Career Guidance. However, the degree of implementation reported for an item is important in determining which components are characteristic of existing programs, and which are considered essential yet are not widely practiced.

Twenty-six (63 percent) of the components which comprise the practitioners' Model Program received implementation ratings of 75 percent or more, and thus can be said to be characteristic of existing programs.

Fifteen (37 percent) of the components considered essential for inclusion in the practitioners' Model Program received implementation ratings of less than 75 percent. Administrators wishing to improve existing programs should give special consideration to these characteristics, rated essential by practitioners, Expert Panel members, and the investigator, yet not widely implemented. They fall under four categories: organizational practices, staff roles, placement practices, and computer-assisted programs. Each group is discussed below.

Organizational practices. Six of the essential, yet not widely implemented, items are organizational practices which could probably be implemented without undue expense and which would contribute to the effectiveness and efficiency of the career guidance program. They include: regular evaluation of career guidance program effectiveness (45 percent implementation); in-service training in career guidance for counselors and instructors (27 percent); provision of services at times convenient for all (67 percent); involvement of various representative groups in planning the career guidance program (57 percent); services coordinated to avoid duplication of effort (50 percent); and career guidance functions under direction of one administrator (53 percent).

Staff roles. Three of the essential, yet not widely implemented, items involve staff functions. Implementation

of these roles is higher than for any other items under discussion, yet still ranks below 75 percent: counselors facilitate career counseling groups (73 percent); instructors relate subject area to career fields (64 percent); and paraprofessionals disseminate occupational information (67 percent). The paraprofessional roles recommended by the Expert Panel and the investigator, but not included in the practitioners' Model Program, received implementation ratings of from 51 to 64 percent. Implementation of these items could be accomplished, in the case of counselors and instructors, by a reordering of priorities within the existing institutional framework. Utilization of paraprofessionals to free counselors for tasks requiring their special expertise would require budgetary consideration at the outset, but would prove economically beneficial in the overall operation of the career guidance program.

Placement services. Two items considered essential and deserving of wider implementation concern placement: assisting students to find full-time employment after leaving school (70 percent implementation) and systematic follow-up of the placement service (36 percent). Both of these items are highly important in a comprehensive career guidance program. One other placement item, not included in the practitioners' Model but recommended by Expert Panel members and the investigator, concerns providing feedback of information to instructors, counselors, and curriculum

committee. This item is implemented in only 44 percent of existing programs; yet it deserves consideration when initiating or improving career guidance programs.

Computer-assisted programs. Four of the services potentially available through computer assistance were rated essential to the Model, yet are rarely implemented in existing programs (implementation ratings ranged from 1 to 19 percent). As such programs become more readily available and economically feasible, administrators should give strong consideration to the benefits computer assistance can bring to a career guidance program.

Rating Scale Items Rated Unimportant to the Model

Of the 89 items in the Rating Scale, practitioners rejected eight as being unimportant to the Model (Table 15). The Expert Panel members agreed that six of the items were unimportant: intelligence testing (Item 39); career guidance course focusing primarily on selection of a major program of study (Item 51); career guidance courses required for all students (Item 52) or for all students not declaring a major (Item 53); counselors specializing in counseling students in specific majors (Item 71); and instructional staff members assigned to advise students majoring in their subject area (Item 74).

It is of interest to note that among the six items which both groups of respondents agreed were unimportant

Table 15

Rating Scale Items Considered Unimportant
to a Model Program for Career Guidance
by Responding Practitioners

Item	Practitioner Desirability		Expert Panel Desirability		% of Implementation	
	%	Mean	%	Mean	Pract.	EP
SERVICES						
Testing						
1. Intelligence tests (39)	50	3.28	57	3.86	72	71
Career Guidance Courses						
1. Focus primarily upon selection of a major program of study (51)	38	3.09	43	3.28	32	71
2. Required for all students (52)	27	2.55	14	2.43	7	0
3. Required for all students not declaring a major (53)	35	2.80	43	3.00	0	0
STAFF ROLES						
Counselors						
1. Specialize in particular areas of guidance (career/academic/personal) (69)	58	3.74	86	4.43	51	57

( ) Rating Scale item number.

Table 15 (continued)

Item	Practitioner Desirability %	Practitioner Desirability Mean	Expert Panel Desirability %	Expert Panel Desirability Mean	% of Implementation Pract.	% of Implementation EP
Counselors (continued)						
2. Specialize in counseling students in specific majors (71)	51	3.28	57	3.28	64	86
Instructional Staff Members						
1. Are assigned as advisors to students majoring in their subject areas (74)	53	3.34	57	3.57	32	14
Career Guidance Paraprofessionals						
1. Assist in academic advising (81)	52	3.32	71	4.00	35	43

to the Model, two are rather frequently included in existing programs: practitioners indicated that at 64 percent of the responding institutions, counselors specialize in counseling students in specific majors (Item 71); and intelligence testing (Item 39) is included in 72 percent of the existing career guidance programs surveyed.

With respect to two of the items rated unimportant by practitioners, the Expert Panel disagreed. The experts indicated that having paraprofessionals assist in academic advising (Item 81) would be desirable, but not essential, in the Model Program (percentage of desirability, 71; mean desirability, 4.00). Furthermore, Expert Panel members gave an essential rating to Item 69, counselors specialize in particular areas of guidance such as career, academic, or personal counseling (percentage of desirability, 86; mean desirability, 4.43). The disagreement concerning these two items is perhaps representative of the differing perspectives of the two responding groups: the practitioners seem reluctant to relinquish the traditional one-to-one "all things to all counselees" approach which has long been practiced in guidance work; whereas, the experts tend to recommend greater specialization to utilize professional expertise, while sharing some of the traditional tasks with paraprofessionals. This view was reflected, also, in the two groups' responses to the entire section on paraprofessionals, discussed on pages 134 and 135.

CAREER GUIDANCE AT AMERICAN RIVER COLLEGE

American River College provides many career guidance services for students, as described in Chapter 1. There is a need, however, for greater coordination of services and for increased emphasis on the developmental aspects of career guidance. On the basis of the results of this study, the following recommendations are presented.

1. A comprehensive plan for career guidance should be developed, incorporating input from all segments of the college community with respect to desired objectives and organizational procedures.

2. The various services relating to career guidance should be coordinated and, if possible, housed in a central location. These include, but are not limited to, career information, placement, testing, and counseling.

3. Provision should be made to assist students in examining personal values and life styles before selecting career goals or courses of study. Small group counseling sessions during the summer, individualized self-instructional units, and/or other techniques might be used to accomplish this goal.

4. Students should be actively encouraged to obtain and become familiar with the American River College Catalog and with the programs offered by the College before their "course planning" appointment just prior to registration.

A self-instructional packet designed to familiarize students with college opportunities and help them make necessary decisions could increase student input in the course selection procedure and thus enhance student satisfaction.

5. All academic courses concerning career guidance should be evaluated with respect to their contribution toward a comprehensive, developmental approach to teaching career decision-making. Course content should be planned so that courses complement each other and provide, in totality, the various aspects of career guidance needed by a diversified student body.

6. The role of the counselor should be examined to determine the efficacy of the present system, which emphasizes one-to-one counseling to a large degree. Means should be found to utilize the expertise of counselors more fully in curriculum development, long-range program planning, working with instructional staff, and teaching courses in human development, career exploration, and the like.

7. A regular program of in-service training should be developed to provide counselors and other staff members with the skills and information needed to assist students in developmental career planning. This need is especially urgent if the present system of assigned counselees and non-specialization of counselors is retained.

8. Consideration should be given to greater use of paraprofessionals so that counselors' professional expertise can be utilized for maximum benefit to students.

9. Consideration should be given to greater use of multimedia for dissemination of occupational information, and to the possibility of utilizing computer assistance in guidance as it becomes more economically feasible.

10. Follow-up of former students should be expanded to provide more data with respect to program effectiveness.

11. Career guidance services should be regularly evaluated to determine their effectiveness in accomplishing program goals.

RECOMMENDATIONS

Community college administrators and others should view the Model Program for Career Guidance in relation to the particular circumstances of their institution. Individuals at colleges with an established career guidance program may wish to select objectives, services, staff roles or organizational practices to complement the existing program, or to evaluate their program in comparison with the consensual Model presented. Administrators wishing to establish a career guidance program where only limited services have been available may want to begin with as many Model components as possible in designing their program.

It is recommended that the Model Program be adopted in part or in full and evaluated to determine its effectiveness in providing career guidance services at a large public community college. Specifically, the following questions merit further investigation:

1. How appropriate are the objectives in the Model Program for serving the needs of a diversified community college student body?

2. How effective are the recommended services, staff roles, and organizational practices in accomplishing the recommended objectives of the Model Program?

3. How feasible are the practices, staff roles, and organizational practices in the Model Program?

4. Are certain components of the Model Program more effective when implemented in concert with other components?

5. How can the effectiveness of a career guidance program best be evaluated?

Properly controlled experiments must be conducted if these questions are to be answered. The Model Program for Career Guidance in a Public Community College should be investigated systematically.

IMPLEMENTATION

The findings of this Major Research Project will be presented to administrators and counselors at American River College for their consideration in improving career guidance services at the College. Study results will also be made available to colleges which participated in the survey and to appropriate professional journals.

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APPENDIXES

APPENDIX A

SURVEY OF CALIFORNIA COMMUNITY COLLEGES

6231 Wasatch Way
Sacramento, California 95842
March 14, 1975

Your college has been selected as one of the California public community colleges to be included in a study of career guidance practices. The data collected will be used to help determine the characteristics of an ideal career guidance program.

No individual or institution will be identified; only the investigator will examine the questionnaire. Each participating college will receive an abstract of the study results.

Will you please complete the enclosed Rating Scale, or designate a member of your student personnel staff who has knowledge, experience and interest in career guidance to do so, and return it in the enclosed envelope by March 31, 1975? In doing so, you will contribute to a better understanding of program needs in career guidance for community colleges.

Your interest and participation are deeply appreciated.

Sincerely,

Beth S. Lee

Project approved by:

Dr. Leland L. Medsker
University of California, Berkeley, California
Dr. Terry O'Banion
University of Illinois, Urbana-Champaign, Illinois
Dr. Richard Gillies
Sacramento City College, Sacramento, California

Survey endorsed by:

Mr. Dallas Smith, Past President
California School Counselors Association
DeAnza College, Cupertino, California

RATING SCALE OF CAREER GUIDANCE IN
PUBLIC COMMUNITY COLLEGES
(Form A)

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

Directions for completing rating scale:

This rating scale includes items which might be included in a model program of career guidance at a public community college. The items are grouped into four categories: (A) Objectives; (B) Services; (C) Staff Roles; and (D) Organizational Practices.

You are asked to respond to each item in two ways:

1. Is the item included in the career guidance program at your institution? (Yes or No)

2. How do you rate the desirability of the item as a component of an ideal program for career guidance in a public community college, using the following five-point scale?

5 = Highly Desirable
4 = Moderately Desirable
3 = Neither Desirable nor Undesirable
2 = Moderately Undesirable
1 = Highly Undesirable

Please respond to each item based on your knowledge and opinion; there are no right or wrong answers. It is important that you respond to both questions 1 and 2 for each item. In the space provided after each group of questions, add any items or comments which would make the survey more accurately represent your views.

	Is this included in your program? YES NO	How desirable is this item? (5 = highest desirability) 5 4 3 2 1
SECTION A. OBJECTIVES		
1. To provide career guidance to prospective students before enrollment.	— —	— — — — —
2. To familiarize students with campus resources useful in career planning.	— —	— — — — —
3. To teach the art of career planning as a developmental process useful throughout one's lifetime.	— —	— — — — —

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this included in your program? YES	NO	How desirable is this item? (5 = highest desirability) 5	4	3	2	1
4. To assist students in examining their values and life style before selecting career goals.	___	___	___	___	___	___	___
5. To help students select careers that will enhance their own self-development.	___	___	___	___	___	___	___
6. To enhance students' decision-making skills.	___	___	___	___	___	___	___
7. To aid students in making realistic career choices.	___	___	___	___	___	___	___
8. To help students plan their academic programs.	___	___	___	___	___	___	___
9. To match available students with local and/or national manpower needs.	___	___	___	___	___	___	___
10. To find jobs for students.	___	___	___	___	___	___	___
11. Other objectives: (Please list)							
_____	___	___	___	___	___	___	___
_____	___	___	___	___	___	___	___
SECTION B. SERVICES							
Career Exploration							
12. Individual counseling for exploring personal values and life styles.	___	___	___	___	___	___	___
13. Group counseling for shared experiences related to careers.	___	___	___	___	___	___	___
14. Career information disseminated through multimedia (cassettes, film strips, film loops, viewers, etc.)	___	___	___	___	___	___	___
15. Guest speakers (including former students) to discuss various careers.	___	___	___	___	___	___	___

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this included in your program? YES	NO	How desirable is this item? (5 = highest desirability) 5	4	3	2	1
16. Videotaped and/or recorded interviews with workers in various fields.							
17. List of local workers willing to be interviewed regarding their careers.							
18. Planned visitations to observe various occupations.							
19. Self-directed instructional units on career planning.							
20. Supervised work experience related to college major.							
21. Other exploratory activities: _____							
Computer-Assisted Career Guidance Program							
22. Opportunity for individualized, self-paced career exploration.							
23. Opportunity for student to learn and practice the steps involved in systematic career planning.							
24. Active student participation in the career exploration process, with immediate feedback to questions.							
25. Instant delivery of up-to-date occupational information upon request.							
26. Identification of careers which satisfy values selected as important by student.							
27. Comparison of characteristics of several occupations simultaneously.							

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this included in your program? YES NO	How desirable is this item? (5 = highest desirability) 5 4 3 2 1
Computer-Assisted Program (continued)		
28. Description of education and/or training required for various careers.	— —	— — — — —
29. List of agencies or institutions offering training or education needed for careers being considered.	— —	— — — — —
30. Prediction of probable success in school and/or in various occupations, based on data from student's record.	— —	— — — — —
31. Analysis of various alternatives available for implementing career choice.	— —	— — — — —
32. Comparison of distinctive curricula and characteristics of various educational institutions.	— —	— — — — —
33. Current data and/or printout regarding major programs of study.	— —	— — — — —
34. Other computer-assisted services:		
_____	— —	— — — — —
Testing		
35. Interest inventories.	— —	— — — — —
36. Aptitude tests.	— —	— — — — —
37. Achievement tests.	— —	— — — — —
38. Personality tests.	— —	— — — — —
39. Intelligence tests.	— —	— — — — —
40. Local college placement tests such as English, mathematics, chemistry, etc.	— —	— — — — —

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this included in your program? YES	NO	How desirable is this item? (5 = highest desirability) 5	4	3	2	1
41. Occupational/vocational skills tests.	—	—	—	—	—	—	—
42. Test interpretation by qualified personnel.	—	—	—	—	—	—	—
43. Other testing services: _____	—	—	—	—	—	—	—
Career Guidance Courses							
44. Offered for academic credit.	—	—	—	—	—	—	—
45. Taught by certificated staff.	—	—	—	—	—	—	—
46. Provide opportunity for exploring personal values and life styles before considering career choices.	—	—	—	—	—	—	—
47. Emphasize developmental aspect of career planning as an on-going process.	—	—	—	—	—	—	—
48. Develop techniques of decision-making as related to career planning.	—	—	—	—	—	—	—
49. Provide experience in using sources of occupational information.	—	—	—	—	—	—	—
50. Develop "job search strategies" (resumés, application forms, mock interviews, etc.)	—	—	—	—	—	—	—
51. Focus primarily upon selection of a major program of study.	—	—	—	—	—	—	—
52. Required for all students.	—	—	—	—	—	—	—
53. Required for all students not declaring a major.	—	—	—	—	—	—	—
54. Offered only as electives.	—	—	—	—	—	—	—

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this included in your program?	How desirable is this item? (5 = highest desirability)
	YES NO	5 4 3 2 1
55. Other aspects of career guidance courses:		
_____	— —	— — — — —
Career Placement		
56. Academic credit for occupational and/or general work experience.	— —	— — — — —
57. Clearinghouse for placement of volunteers in meaningful community service.	— —	— — — — —
58. On-campus interviews by employers seeking qualified applicants.	— —	— — — — —
59. Assistance in finding part-time employment while in school.	— —	— — — — —
60. Assistance in finding full-time employment upon leaving school.	— —	— — — — —
61. Systematic follow-up of former students regarding employment, job satisfaction, etc.	— —	— — — — —
62. Feedback of information to instructors, counselors and curriculum committee.	— —	— — — — —
63. Other placement services:		
_____	— —	— — — — —
SECTION C. STAFF ROLES		
Counselors:		
64. Facilitate career counseling groups.	— —	— — — — —
65. Are assigned full-time to counseling (no classroom teaching).	— —	— — — — —

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this included in your program? YES NO	How desirable is this item? (5 = highest desirability) 5 4 3 2 1
66. Teach part-time in areas such as career exploration, human development, orientation, study skills, etc.	— —	— — — — —
67. Work primarily on a one-to-one basis with students.	— —	— — — — —
68. Serve as resource persons for careers in the "helping professions."	— —	— — — — —
69. Specialize in particular areas of guidance (career counseling, academic advising, personal counseling, etc.)	— —	— — — — —
70. Serve as "generalists" (each provides academic, career or personal counseling as needed by each student).	— —	— — — — —
71. Specialize in counseling students in specific majors.	— —	— — — — —
72. Other counselor roles related to career guidance:		
_____	— —	— — — — —
_____	— —	— — — — —
Instructional Staff Members:		
73. Provide career guidance related to their area of expertise when requested by student or counselor.	— —	— — — — —
74. Are assigned as advisors to students majoring in their subject area.	— —	— — — — —
75. Serve as resource persons regarding careers in their field and/or recommend experts to do so.	— —	— — — — —
76. Relate their subject area to career fields through classroom instruction.	— —	— — — — —

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this included in your program? YES	NO	How desirable is this item? (5 = highest desirability) 5	4	3	2	1
77. Other career guidance-related roles of instructional staff:							
_____	—	—	—	—	—	—	—
_____	—	—	—	—	—	—	—
Career Guidance Paraprofessionals:							
78. Assist in disseminating career and occupational information.	—	—	—	—	—	—	—
79. Assist students in operation of multimedia equipment.	—	—	—	—	—	—	—
80. Assist in orientation programs.	—	—	—	—	—	—	—
81. Assist in academic advising.	—	—	—	—	—	—	—
82. Assist in test administration.	—	—	—	—	—	—	—
83. Perform clerical tasks related to career guidance.	—	—	—	—	—	—	—
84. Serve as co-facilitators in group counseling sessions exploring values and life styles related to careers.	—	—	—	—	—	—	—
85. Other career guidance-related roles of paraprofessionals:							
_____	—	—	—	—	—	—	—
_____	—	—	—	—	—	—	—
SECTION D. ORGANIZATIONAL PRACTICES							
86. Administrators, counselors, teachers students and community resource persons are involved in planning career guidance programs.	—	—	—	—	—	—	—

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this included in your program? YES	NO	How desirable is this item? (5 = highest desirability) 5	4	3	2	1
87. All staff members receive orientation training regarding career guidance program.							
88. Counseling and instructional staff receive regular in-service training to upgrade their career guidance skills.							
89. Liaison is maintained with local high schools, Regional Occupational Programs, etc.							
90. Liaison is maintained with local business, industry, government and community agencies.							
91. Community representatives are invited to serve on advisory boards for vocational education.							
92. Services are available to all members of the community, whether or not enrolled at the college.							
93. Services are provided at times convenient for all, including evenings, weekends and during the summer.							
94. All career guidance functions are under the direction of a single administrator.							
95. All career guidance functions are coordinated to provide maximum service without duplication of effort.							
96. Functions of career guidance and academic advising are coordinated to complement each other.							
97. Multimedia resources for career guidance and instruction are coordinated by a professional educational technologist.							

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this included in your program? YES NO	How desirable is this item? (5 = highest desirability) 5 4 3 2 1
98. Effectiveness of career guidance program is evaluated regularly.	___ ___	___ ___ ___ ___ ___
99. Other recommended practices:		
_____	___ ___	___ ___ ___ ___ ___
_____	___ ___	___ ___ ___ ___ ___

A panel of experts in community college career guidance will be asked to respond to this questionnaire. Please list the persons who are, in your opinion, best qualified to serve on such a panel.

	Name	This person can be contacted at:
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

The following information about your background and training would be helpful to this study. All information will be kept confidential.

Position _____

College _____

Number of years:
In present position ___
At this college ___
In student personnel work ___

Age: 29 or under ___
30 - 39 ___
40 - 49 ___
50 or over ___

Professional education:
Degree(s) _____
Major(s) _____

Thank you for taking the time to complete this form. Please mail it today in the self-addressed, stamped envelope provided. Your participation is sincerely appreciated.

ABSTRACT

Career Guidance in a Public Community College: Towards a Model

Problem: The need for developmental career guidance for persons of all ages is gaining recognition as the process of career choice becomes increasingly complex. This need is especially apparent in the public community colleges, where "open door" policies attract persons with diverse educational backgrounds and undefined goals.

Objective: The objectives of this survey are: (1) to assess the characteristics of career guidance programs as they presently exist in California community colleges and (2) to determine the desirability of various characteristics which might be included in an ideal career guidance program for a public community college.

Procedure: Directors of Guidance at 43 public community colleges in California will be surveyed to gain the practitioner's perspective of an ideal career guidance program. Colleges selected for the survey include all those with a total enrollment of 10,000 or more (day and evening) and/or those designated by the California Community Colleges Chancellor's Office as having exemplary programs. The same survey instrument will be administered to a panel of experts, nominated by the Directors of Guidance, and the results will be compared.

Results: Those items viewed as highly desirable by the consensual procedure outlined above will comprise the final Model Program for Career Guidance in a Public Community College. This model program, incorporating viewpoints of practitioners as well as experts in career guidance, will be available to individual colleges wishing to plan or improve their own programs.

Project Director: Beth S. Lee
American River College
Sacramento, California

Thank you for your prompt response to the Rating Scale of Career Guidance in Public Community Colleges.

We are receiving many questionnaire responses and are working diligently to compile and analyze the data. You will receive a summary of our findings as soon as the results are available.

Without your valuable support and participation, an accurate assessment of an ideal career guidance program in public community colleges would not be possible. Thank you again for your help and interest

Sincerely yours,

Beth S. Lee

6231 Wasatch Way
Sacramento, California 95842
April 2, 1975

On March 14, 1975, your participation was requested in the development of an ideal career guidance program.

To make this project meaningful, your evaluation of the Rating Scale of Career Guidance in Public Community Colleges is imperative.

If you have already returned the Rating Scale, please accept my thanks. If you have not, I hope you will be willing to participate by completing the questionnaire and returning it at your earliest convenience.

Thank you very much for your help.

Sincerely yours,

Beth S. Lee

6231 Wasatch Way
Sacramento, California 95842
April 12, 1975

A few weeks ago, I sent a letter and questionnaire seeking your assistance in developing a model community college career guidance program.

Your response is very important to the accuracy and completeness of this project. In the event you have misplaced the questionnaire, I am enclosing another copy of the Rating Scale of Career Guidance in Public Community Colleges.

I do need your help. If you take a few minutes now to answer the questionnaire, it will be out of your way. As I am sure you must realize, these few minutes are for a very worthwhile endeavor.

I deeply appreciate your participation in this survey.

Sincerely,

Beth S. Lee

Enclosures

Survey endorsed by:

Mr. Dallas Smith, Past President
California School Counselors Association
De Anza College, Cupertino, California

APPENDIX B

SURVEY OF PANEL OF EXPERTS

6231 Wasatch Way
Sacramento, California 95842
April 24, 1975

As the process of career choice becomes increasingly complex each year, I am sure you realize there is an extremely important need to provide career guidance for persons of all ages.

I am conducting a survey to establish a model community college career guidance program. Deans of guidance from 48 educational institutions were asked to respond to the Rating Scale of Career Guidance in Public Community Colleges. The last page of the Rating Scale sent to the deans of guidance asked them to nominate persons in California who would be most qualified to serve as members of an expert panel.

I am very pleased to request your participation in the seven-member panel of experts. Please complete the enclosed Rating Scale and return it to me in the self-addressed, stamped envelope at your earliest convenience. Without your valuable support, an accurate assessment would not be possible.

Your interest and cooperation in this survey are deeply appreciated.

Sincerely yours,

Beth S. Lee

Enclosures

RATING SCALE OF CAREER GUIDANCE IN
PUBLIC COMMUNITY COLLEGES
(Form B)

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

Directions for completing rating scale:

This rating scale includes items which might be included in a model program of career guidance at a public community college. The items are grouped into four categories: (A) Objectives; (B) Services; (C) Staff Roles; and (D) Organizational Practices.

You are asked to respond to each item in two ways:

1. Is the item usually included in community college career guidance programs? (Yes or No)

2. How do you rate the desirability of the item as a component of an ideal program for career guidance in a public community college, using the following five-point scale?

5 = Highly Desirable
4 = Moderately Desirable
3 = Neither Desirable nor Undesirable
2 = Moderately Undesirable
1 = Highly Undesirable

Please respond to each item based on your knowledge and opinion; there are no right or wrong answers. It is important that you respond to both questions 1 and 2 for each item. In the space provided after each group of questions, add any items or comments which would make the survey more accurately represent your views.

	Is this item usually included?	How desirable is this item? (5 = highest desirability)
	YES NO	5 4 3 2 1
SECTION A. OBJECTIVES		
1. To provide career guidance to prospective students before enrollment.	___ ___	___ ___ ___ ___ ___
2. To familiarize students with campus resources useful in career planning.	___ ___	___ ___ ___ ___ ___
3. To teach the art of career planning as a developmental process useful throughout one's lifetime.	___ ___	___ ___ ___ ___ ___

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this item usually included? YES	NO	How desirable is this item? (5 = highest desirability) 5	4	3	2	1
4. To assist students in examining their values and life style before selecting career goals.	—	—	—	—	—	—	—
5. To help students select careers that will enhance their own self-development.	—	—	—	—	—	—	—
6. To enhance students' decision-making skills.	—	—	—	—	—	—	—
7. To aid students in making realistic career choices.	—	—	—	—	—	—	—
8. To help students plan their academic programs.	—	—	—	—	—	—	—
9. To match available students with local and/or national manpower needs.	—	—	—	—	—	—	—
10. To find jobs for students.	—	—	—	—	—	—	—
11. Other objectives: (Please list)							
_____	—	—	—	—	—	—	—
_____	—	—	—	—	—	—	—
SECTION B. SERVICES							
Career Exploration							
12. Individual counseling for exploring personal values and life styles.	—	—	—	—	—	—	—
13. Group counseling for shared experiences related to careers.	—	—	—	—	—	—	—
14. Career information disseminated through multimedia (cassettes, film strips, film loops, viewers, etc.)	—	—	—	—	—	—	—
15. Guest speakers (including former students) to discuss various careers.	—	—	—	—	—	—	—

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this item usually included? YES	NO	How desirable is this item? (5 = highest desirability) 5	4	3	2	1
16. Videotaped and/or recorded interviews with workers in various fields.							
17. List of local workers willing to be interviewed regarding their careers.							
18. Planned visitations to observe various occupations.							
19. Self-directed instructional units on career planning.							
20. Supervised work experience related to college major.							
21. Other exploratory activities: _____							
Computer-Assisted Career Guidance Program							
22. Opportunity for individualized, self-paced career exploration.							
23. Opportunity for student to learn and practice the steps involved in systematic career planning.							
24. Active student participation in the career exploration process, with immediate feedback to questions.							
25. Instant delivery of up-to-date occupational information upon request.							
26. Identification of careers which satisfy values selected as important by student.							
27. Comparison of characteristics of several occupations simultaneously.							

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this item usually included? YES NO	How desirable is this item? (5 = highest desirability) 5 4 3 2 1
Computer-Assisted Program (continued)		
28. Description of education and/or training required for various careers.	— —	— — — — —
29. List of agencies or institutions offering training or education needed for careers being considered.	— —	— — — — —
30. Prediction of probable success in school and/or in various occupations, based on data from student's record.	— —	— — — — —
31. Analysis of various alternatives available for implementing career choice.	— —	— — — — —
32. Comparison of distinctive curricula and characteristics of various educational institutions.	— —	— — — — —
33. Current data and/or printout regarding major programs of study.	— —	— — — — —
34. Other computer-assisted services: _____	— —	— — — — —
Testing		
35. Interest inventories.	— —	— — — — —
36. Aptitude tests.	— —	— — — — —
37. Achievement tests.	— —	— — — — —
38. Personality tests.	— —	— — — — —
39. Intelligence tests.	— —	— — — — —
40. Local college placement tests such as English, mathematics, chemistry, etc.	— —	— — — — —

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this item usually included? YES	NO	How desirable is this item? (5 = highest desirability) 5	4	3	2	1
41. Occupational/vocational skills tests.							
42. Test interpretation by qualified personnel.							
43. Other testing services:							
_____							
Career Guidance Courses							
44. Offered for academic credit.							
45. Taught by certificated staff.							
46. Provide opportunity for exploring personal values and life styles before considering career choices.							
47. Emphasize developmental aspect of career planning as an on-going process.							
48. Develop techniques of decision-making as related to career planning.							
49. Provide experience in using sources of occupational information.							
50. Develop "job search strategies" (resumés, application forms, mock interviews, etc.)							
51. Focus primarily upon selection of a major program of study.							
52. Required for all students.							
53. Required for all students not declaring a major.							
54. Offered only as electives.							

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this item usually included? YES	NO	How desirable is this item? (5 = highest desirability) 5	4	3	2	1
55. Other aspects of career guidance courses:							
_____	—	—	—	—	—	—	—
Career Placement							
56. Academic credit for occupational and/or general work experience.	—	—	—	—	—	—	—
57. Clearinghouse for placement of volunteers in meaningful community service.	—	—	—	—	—	—	—
58. On-campus interviews by employers seeking qualified applicants.	—	—	—	—	—	—	—
59. Assistance in finding part-time employment while in school.	—	—	—	—	—	—	—
60. Assistance in finding full-time employment upon leaving school.	—	—	—	—	—	—	—
61. Systematic follow-up of former students regarding employment, job satisfaction, etc.	—	—	—	—	—	—	—
62. Feedback of information to instructors, counselors and curriculum committee.	—	—	—	—	—	—	—
63. Other placement services:							
_____	—	—	—	—	—	—	—
SECTION C. STAFF ROLES							
Counselors:							
64. Facilitate career counseling groups.	—	—	—	—	—	—	—
65. Are assigned full-time to counseling (no classroom teaching).	—	—	—	—	—	—	—

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this item usually included?		How desirable is this item? (5 = highest desirability)				
	YES	NO	5	4	3	2	1
66. Teach part-time in areas such as career exploration, human development, orientation, study skills, etc.	—	—	—	—	—	—	—
67. Work primarily on a one-to-one basis with students.	—	—	—	—	—	—	—
68. Serve as resource persons for careers in the "helping professions."	—	—	—	—	—	—	—
69. Specialize in particular areas of guidance (career counseling, academic advising, personal counseling, etc.)	—	—	—	—	—	—	—
70. Serve as "generalists" (each provides academic, career or personal counseling as needed by each student).	—	—	—	—	—	—	—
71. Specialize in counseling students in specific majors.	—	—	—	—	—	—	—
72. Other counselor roles related to career guidance:							
_____	—	—	—	—	—	—	—
_____	—	—	—	—	—	—	—
Instructional Staff Members:							
73. Provide career guidance related to their area of expertise when requested by student or counselor.	—	—	—	—	—	—	—
74. Are assigned as advisors to students majoring in their subject area.	—	—	—	—	—	—	—
75. Serve as resource persons regarding careers in their field and/or recommend experts to do so.	—	—	—	—	—	—	—
76. Relate their subject area to career fields through classroom instruction.	—	—	—	—	—	—	—

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this item usually included?	How desirable is this item? (5 = highest desirability)
	YES NO	5 4 3 2 1
77. Other career guidance-related roles of instructional staff:		
_____	— —	— — — — —
_____	— —	— — — — —
Career Guidance Paraprofessionals:		
78. Assist in disseminating career and occupational information.	— —	— — — — —
79. Assist students in operation of multimedia equipment.	— —	— — — — —
80. Assist in orientation programs.	— —	— — — — —
81. Assist in academic advising.	— —	— — — — —
82. Assist in test administration.	— —	— — — — —
83. Perform clerical tasks related to career guidance.	— —	— — — — —
84. Serve as co-facilitators in group counseling sessions exploring values and life styles related to careers.	— —	— — — — —
85. Other career guidance-related roles of paraprofessionals:		
_____	— —	— — — — —
_____	— —	— — — — —
SECTION D. ORGANIZATIONAL PRACTICES		
86. Administrators, counselors, teachers students and community resource persons are involved in planning career guidance programs.	— —	— — — — —

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this item usually included?	How desirable is this item? (5 = highest desirability)
	YES NO	5 4 3 2 1
87. All staff members receive orientation training regarding career guidance program.	— —	— — — — —
88. Counseling and instructional staff receive regular in-service training to upgrade their career guidance skills.	— —	— — — — —
89. Liaison is maintained with local high schools, Regional Occupational Programs, etc.	— —	— — — — —
90. Liaison is maintained with local business, industry, government and community agencies.	— —	— — — — —
91. Community representatives are invited to serve on advisory boards for vocational education.	— —	— — — — —
92. Services are available to all members of the community, whether or not enrolled at the college.	— —	— — — — —
93. Services are provided at times convenient for all, including evenings, weekends and during the summer.	— —	— — — — —
94. All career guidance functions are under the direction of a single administrator.	— —	— — — — —
95. All career guidance functions are coordinated to provide maximum service without duplication of effort.	— —	— — — — —
96. Functions of career guidance and academic advising are coordinated to complement each other.	— —	— — — — —
97. Multimedia resources for career guidance and instruction are coordinated by a professional educational technologist.	— —	— — — — —

RATING SCALE
CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

	Is this item usually included? YES NO	How desirable is this item? (5 = highest desirability) 5 4 3 2 1
98. Effectiveness of career guidance program is evaluated regularly.	___ ___	___ ___ ___ ___ ___
99. Other recommended practices:		
_____	___ ___	___ ___ ___ ___ ___
_____	___ ___	___ ___ ___ ___ ___
_____	___ ___	___ ___ ___ ___ ___

The following information about your background and training would be helpful to this study. Demographic information will be summarized to draw a profile of respondents; individual panel members will be identified only by name, position and institution.

Name _____ Age: 29 or under ___
30 - 39 ___
40 - 49 ___
50 or over ___

Position _____

Institution _____

Number of years:
In present position ___
At this institution ___
In student personnel work ___

Professional education:
Degree(s) _____
Major(s) _____
_____

Additional data regarding specialization in career guidance:

_____

Any additional comments you may have would be most welcome:

_____

Thank you for taking the time to complete this form. Please mail it today in the self-addressed, stamped envelope provided. Your participation is sincerely appreciated.

ABSTRACT

Career Guidance in a Public Community College: Towards a Model

Problem: The need for developmental career guidance for persons of all ages is gaining recognition as the process of career choice becomes increasingly complex. This need is especially apparent in the public community colleges, where "open door" policies attract persons with diverse educational backgrounds and undefined goals.

Objective: The objectives of this survey are: (1) to assess the characteristics of career guidance programs as they presently exist in California community colleges and (2) to determine the desirability of various characteristics which might be included in an ideal career guidance program for a public community college.

Procedure: Directors of Guidance at 43 public community colleges in California will be surveyed to gain the practitioner's perspective of an ideal career guidance program. Colleges selected for the survey include all those with a total enrollment of 10,000 or more (day and evening) and/or those designated by the California Community Colleges Chancellor's Office as having exemplary programs. The same survey instrument will be administered to a panel of experts, nominated by the Directors of Guidance, and the results will be compared.

Results: Those items viewed as highly desirable by the consensual procedure outlined above will comprise the final Model Program for Career Guidance in a Public Community College. This model program, incorporating viewpoints of practitioners as well as experts in career guidance, will be available to individual colleges wishing to plan or improve their own programs.

Project Director: Beth S. Lee
American River College
Sacramento, California

APPENDIX C

RESPONSES TO OPEN-ENDED QUESTIONS IN RATING SCALE OF CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

RESPONSES TO OPEN-ENDED QUESTIONS IN RATING SCALE OF CAREER GUIDANCE IN PUBLIC COMMUNITY COLLEGES

Additional items suggested by respondents to the Rating Scale of Career Guidance in Public Community Colleges included the following:

OBJECTIVES

1. To increase student awareness of nontraditional and emerging careers.

2. To provide assertiveness training.

3. To articulate community college career guidance with high school career guidance programs.

4. To help students develop study skills.

5. To provide retraining awareness for the unemployed.

6. To assist in relating career information to subject area disciplines.

7. To relate curriculum to employer and student needs.

8. To include instructors in plans to develop career awareness, and relate subject areas to careers.

9. To alert students to the realities of the society, of which careers are a part.

10. To help students deal with uncertainty.

11. To teach life roles.

SERVICES

Career Exploration

1. Films on career opportunities.
2. Volunteer work for gaining experience.
3. Cooperative education in which students' job experiences are reflected in courses.
4. Resource file on faculty.
5. Develop a career consortium of community colleges.
6. Give greater emphasis to work experience programs.
7. Business and Industry Trade Day on campus.

Computer-Assisted Programs

1. Referral agency service.
2. Complete job bank information (local and state level).
3. Terminal for career information in each counselor's office.
4. Information on organizations hiring in certain fields (local, state, and national).

Testing

1. Psychological testing through clinic.
2. Organized testing program open to local adults seeking retraining.
3. Values tests.

4. As many short-form tests as possible.

5. General Aptitude Test Battery.

Career Guidance Courses

1. Job readiness for developmentally disadvantaged and handicapped students.

2. Classes taught by a variety of professionals.

3. Teach investigative skills.

4. Offer courses in evening as well as day.

5. Offer minicourses in values clarification, decision-making skills, achievement motivation, etc.

Placement

1. Provide contact with business and governmental agencies regarding employment.

2. Placement coordinated with on-going counseling program, in same location.

3. Full-time services to total student body.

4. Job development by trained developer.

5. Placement and all Work Experience Programs coordinated.

6. Special effort to place handicapped.

7. Cooperative effort with Employment Development Department. (E. D. D. representative on campus regularly.)

STAFF ROLES

Counselor Roles

1. Spend time in Career Center.

2. Liaison to academic/occupational areas.

3. Public and private agency consultation.

4. Community counselor (visit high schools).

5. Serve on many committees (advisory, curriculum, and others).

6. Serve as work experience coordinator (general work experience).

7. Careers Day.

8. Staff mobile unit.

9. Maintain Career Information Center.

Instructional Staff Roles

1. Assist in Career Center in the area of their expertise.

2. Assist in putting on career speakers programs.

3. Serve as advisers for students with well-established technical/terminal majors.

4. Assist in updating job information.

5. Sponsor student clubs related to teaching area.

6. Develop brochures and audiovisual materials relating their subject area to possible careers.

7. Participate in Career Center presentations.

Paraprofessional Roles

1. Disseminate publicity and public relations information.

2. Coordinate career guidance program.

3. Innovate new programs.

4. Establish dialogue with instructors.

5. Assist in advising students, especially bilingual and ethnic groups.

6. Go into the community with the mobile unit.

7. Participate in developing appropriate classes for training.

8. Go to feeder schools as counselor aides.

9. Assist in gathering career information.

10. Provide coordination of special events (off-campus speakers program, and others).

11. Screen students to assess needs and make needed referrals.

12. Train and supervise clerks and student counselors.

13. Participate in various career conferences.

14. Maintain liaison with instructional staff and share career information.

15. Maintain career counselor schedules and appointments.

ORGANIZATIONAL PRACTICES

1. Direct career center activities through advisory committee.

2. Publicize program in public libraries through multimedia devices.

VITA

Beth Smith was born in Corpus Christi, Texas, on October 1, 1928. She graduated from Pendleton (Oregon) High School in 1945 and received a Bachelor of Arts degree from Oregon State University (Corvallis) in 1949, with a major in secretarial science and a minor in Spanish. She was married in 1949 to John Coleman Lee and is the mother of two daughters, Karen and Sondra Lee. She has been the sole support of her daughters since she was widowed in 1955.

Following several years' employment as an executive secretary in personnel and administration, Ms. Lee returned to Oregon State University on a part-time basis in 1957, earning an Oregon teaching credential in 1960 and a Master's degree in business education in 1962. She taught at David Douglas High School in Portland, Oregon, from 1960 to 1963.

Ms. Lee was selected to participate in the 1963-64 N.D.E.A. Guidance and Counseling Institute in Portland, Oregon, receiving a Master's degree in school psychology from the University of Oregon (Eugene) in 1964.

Ms. Lee served as full-time counselor at La Sierra High School in Carmichael, California, from 1964 to 1968. Since 1968 she has been employed as a counselor at American River College, Sacramento, California, where she has also

taught in the Behavioral Science Division. She was chairman of the student personnel services portion of the American River College Accreditation Self-Study in 1973-74.

Ms. Lee was elected to collegiate membership in Phi Kappa Phi and Mortar Board. She is a member of the California Personnel and Guidance Association, Los Rios Counselors Association (past board member), Sacramento Valley Psychological Association, and Sacramento Association for the Retarded. She holds California Life Credentials in General Pupil Personnel Services, Standard Junior College Teaching, and General Secondary Teaching, and is a Licensed Marriage, Family, and Child Counselor in California.

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